

REPORT  
OF THE  
SUPERINTENDENT OF INDIAN SCHOOLS

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1903



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## SUPERINTENDENT OF INDIAN SCHOOLS.

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# REPORT OF SUPERINTENDENT OF INDIAN SCHOOLS.

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OFFICE OF SUPERINTENDENT OF INDIAN SCHOOLS,  
*Washington, D. C., October 1, 1903.*

SIR: The twenty-first annual report of the superintendent of Indian schools is hereby submitted, together with the proceedings of the department of Indian education, at Boston, Mass., in connection with the National Educational Association and of the institutes held at Cheyenne River Agency, S. Dak.; Phoenix, Ariz.; Springfield, S. Dak.; Santee, Nebr.; Cheyenne and Arapaho Agency, Darlington, Okla.; Albuquerque, N. Mex.; Tomah, Wis.; Pine Ridge, S. Dak., and Newport, Oreg., which will be found in the appendix. There were 10 teachers' institutes held during the past fiscal year, being about three times as many as ever before.

In compliance with rule 5 of the "Rules for the Indian School Service," which states that—

It shall be the duty of the superintendent of Indian schools, under the direction of the Commissioner of Indian Affairs, to assist in the administration of the educational work of Indian schools; to organize government schools for Indian youth; to prepare courses of study and circulars of instruction concerning the educational management of the schools and methods of instruction; to examine and recommend textbooks and inspect Indian schools, and from time to time to report to the Commissioner of Indian Affairs concerning their condition, defects, and requirements, and to perform other duties as he may direct,

considerable time has been spent in the field, visiting the schools and reporting upon the same to your office; also in revising the Course of Study for Indian Schools, which was provided for by Congress.

Circulars of instruction concerning the educational management of the schools and methods of instruction have been prepared, and after approval by you sent to the field. These circulars embrace a variety of subjects, including the importance of good sanitary conditions; the establishment and cultivation of school gardens; the necessity for teaching economy; agriculture and gardening; self-helps for teachers; establishment of reading rooms; instruction to the teachers directing them to foster and encourage the native industries of the various tribes, as, for instance, blanket making among the Navahoes, which has been a source of revenue for many years and bids fair to increase in value, as is also the case with basket weaving; and instructing teachers in the best methods to adopt in preparing a child race for self-support in the shortest possible time.

A great deal of time and attention has been given to the supervision of the summer schools and institutes which it has been the custom for many years to hold in order to give the Indian teachers the opportunity to receive benefits from educational meetings similar to those enjoyed by the public school teachers.

While no branch of school work has been neglected, special efforts have been made during the year to encourage the teachers to study the individual characteristics of their Indian pupils, and to adapt their system of education to meet the needs of each particular tribe. It has been urged upon them that it is important to give each pupil, as rapidly as possible, a working knowledge of the English language and the ability to develop all the capabilities of his allotment of land and to cultivate it in the most practical way, or to be able to take hold of anything which will enable him to earn his living.

The progress made during the year along all lines of educational work has been steady and cumulative; large numbers of Indians are voluntarily working by the day, receiving the same compensation paid to white men for similar work, and are constantly taking more kindly to this mode of gaining their livelihood. The attendance of pupils has been greater and more regular, and many of the schools have better equipment and improved methods of instruction. The progress made in Indian education is also seen in the improved condition of the Indians generally. Many more speak English, wear citizen's clothes, and are self-supporting than a year ago.

A brief résumé of the reports of visits of inspection and also of reports from the various superintendents are appended, and for convenience arranged in alphabetical order by States and Territories. In a number of instances a comparison has been made between statistics for 1893 and those for 1903 to show the progress made in the past ten years.

REPORT OF SCHOOLS VISITED, WITH STATISTICS AND EXTRACTS FROM  
REPORTS OF SUPERINTENDENTS AND AGENTS.

Arizona.—Fort Yuma.—

	1893.	1903.
Speaking English.....	50	240
Per cent of children in school.....	50	100
Wearing citizen's clothes.....		654

Very little has ever been done for these Indians. They receive no rations or annuities and are industrious in their way. They are agriculturists, and would prosper if they had their land irrigated.

The boarding school is located almost on the boundary line between southern California and southwestern Arizona. The attendance during the past year has been about 125. On account of the intense heat during the greater part of the year slow progress is made.

*Truxton Canyon.*—Principal employments, raising cattle and horses, gardening; women do laundry, housework, beadwork, and basketry.

	1893.	1903.
Speaking English.....	600	600
Per cent of children in school.....		100
Indians wearing citizen's clothes.....		705



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The Truxton Canyon Boarding School is located on the Walapai Reservation, and has an average attendance of over 200 pupils. It is in a most satisfactory condition. The Havasupai School is difficult of approach, being situated in an almost inaccessible canyon, and the conditions are not favorable for industrial training. In the superintendent's report for 1902 it was recommended that the children should be induced to leave this canyon and attend the large nonreservation schools in Arizona.

**California.—Mission Tule River Agency.—**

The Mission and Tule River Indians number about 2,800. Of this number 2,428 are self-supporting, and 1,800 speak English. Only a few old and sick receive rations and none receive annuities. A few rent a portion of their land, but all till some and the majority all of their land. Very few live in idleness, and nearly all the returned students lead industrious lives. Ninety-five per cent of the children are in school. All wear citizen's clothes. Farming their own land and laboring in civilized pursuits are their principal occupations.

There were last year 11 day schools at this agency. These schools are the Agua Caliente, Capitan Grande, Kawia, La Jolla, Martinez, Mesa Grande, Pechanga, Potrero, Rincon, Saboba, and Tule River.

The Rincon School deserves special mention, as it is one of the best day schools in the Indian service, and the work at this place for the past seventeen years has been such as to be of the greatest material assistance to the school pupils and the older Indians as well. The two women who have had charge of this school have labored untiringly in the interest of these people, and the fruits of their labors are to be seen in well-conducted homes where industrious young Indians have cultivated the land and built substantial houses, and are healthy, prosperous, and happy citizens. This school has for years shown what can be done for the race in a well-managed day school where the heart of the teacher is in the work.

Sherman Institute, Riverside.—This is a large nonreservation boarding school, established about a year ago. It has an enrollment of about 500 pupils and is a very successful and well-managed school. The outing system is in operation here and has given excellent results. A great many of the boys work in the orange and lemon groves, and the girls are out in families, where they learn home making. The girls are especially skillful at embroidery and the Mexican drawn work. This school is visited by hundreds of people who express their surprise and admiration at the excellent work done by the pupils.

Perris.—The Perris School last year was used only for the small children, about 110 in number. Owing to the very tender age of the pupils the industrial work has been limited. The literary work is satisfactory.

St. Boniface's Boarding School, Banning.—This is one of the three schools in southern California supported by the Catholic Church. It has a capacity for 150 pupils, and is in a flourishing condition. Excellent work is being accomplished.

Minnesota.—Vermillion Lake.—The boarding school here is well managed, and has had a comparatively successful year. There is no day school here at present, but the agent recommends that one be established. The Chippewa at this reservation have in the past been reluctant to permit their children to attend the boarding school, and it is partly for this reason that the opening of a day school has been advocated.

## Montana.—Blackfeet Agency.—

	1893.	1903.
Speaking English.....	600	1,300
Per cent of children in school.....	25	40
Returned students leading industrious lives.....		107
Indians wearing citizen's clothes.....	1,200	2,041

The issuing of rations at this agency was discontinued two years ago, and the result has been good. Nearly all these Indians have been employed during most of the year at the usual wages paid white employees. Conditions at this agency are not favorable to farming except along the banks of the streams, and cattle raising is the principal industry. The buildings of the boarding school here are in a bad state of repair, and the sanitary conditions are not good. New buildings are needed. Meanwhile the school authorities are doing the best they can to make the present quarters habitable.

## Crow Agency.—

A majority of the Crow Indians are self-supporting and about 25 per cent can speak English. About one-half were stricken from the ration rolls last year and it is intended to strike more off this year. Ninety per cent of the children are attending school. Most of those who have received their allotments are tilling their land. Nearly all the returned students are leading industrious lives. The Indians on this reservation are fairly well-to-do and there is no reason why they should not make a good living by farming and stock raising. Their lands are wonderfully productive when watered. The irrigating canal, which has been built almost wholly by Indian labor, will soon be completed. It will irrigate 35,000 acres, and has been built mainly from Crow funds. A great many Indians are fencing their land, and others will do so this winter. This reservation is remarkable for the number of good homes built thereon.

There are two Government boarding schools, one at the agency and one at Pryor Creek.

The Agency Boarding School had an enrollment of 172, and the attendance was regular throughout the school year. The literary work at this school is good, and the farm and garden was a great success. All kinds of vegetables—700 bushels of potatoes alone—were raised. The farm produced plenty of hay for the school stock. The school herd furnishes the milk supply of the school. The school buildings are in poor condition and unsuited for the purposes intended. New ones are recommended.

The St. Xavier Catholic Mission School has an enrollment of 60. The children are given excellent care and training. This school receives no support from the Government.

## Fort Belknap Agency.—

	1893.	1903.
Speaking English.....	157	550
Per cent of children in school.....	50	90
Indians wearing citizen's clothes.....	20	All.

The Grosventre at the agency are mostly engaged in farming and stock raising. Extensive systems of irrigation are in progress. Tuberculosis is somewhat prevalent, principally in winter. Aside



SLOYD CLASS, INDIAN SCHOOL, CARLISLE, PA.



from this health conditions are good. The enrollment at the Fort Belknap School this year was 108. Much attention was given to industrial work during the year, and good progress was made in the schoolroom work.

Fort Peck Agency.—

	1893.	1903.
Speaking English.....	200	800
Per cent of children in school.....	50	98½
Returned students leading industrious lives.....		All.
Girls (returned students) who keep neat homes.....		All.
Indians wearing citizen's clothes.....		All.

Principal employment is farming. There has been a very marked improvement in morals, industry, and in ways of life desirable. The majority of the Indians belong to some Christian church. All the able-bodied Indians are practically self-supporting. What little assistance is given by the Government is a detriment, rather than an aid, to the able-bodied. If the policy inaugurated a year ago last May of giving work instead of rations is continued, every Indian will not only be self-supporting, but will soon begin to accumulate property.

The boarding school is situated in a stock-raising country, and special attention should be given to that industry. The girls are instructed in dairying and the various domestic arts in addition to the regular class-room work. The enrollment for the past year was 224.

**New Mexico.**—Mescalero.—

	1893.	1903.
Speaking English.....	52	183
Per cent of children in school.....	32	100
Returned students leading industrious lives.....		All.
Returned students living in idleness.....		None.
Girls (returned students) who keep neat homes.....		
Indians wearing citizen's clothes.....	35	All.

Principal employments are farming. These Indians have the contract for supplying the school with 20,000 pounds of mutton, 40,000 pounds of flour, and 1,800 pounds of beans, as called for on the annual estimate—the first subsistence contract they have ever been able to fill.

At the boarding school the general conditions are satisfactory, but new buildings are badly needed. The dormitory can not be made habitable, and it is recommended that two new buildings be erected, one for the boys and one for the girls. A dining hall is also an absolute necessity. Besides these new buildings, a small hospital should be erected. The literary work at this school is good. The enrollment is 114, and nearly all of the pupils are between 7 and 15 years of age. The majority of the Mescalero Indians are industrious and are not averse to having their children in school.

**North Dakota.**—Devil's Lake.—

There are 3,661 Indians at this agency, consisting of Sisseton, Wahpeton, and Cat-head Sioux, and Turtle Mountain Chippewa. These Indians are as a rule intelligent and industrious. A large number of them are self-supporting, and all who have land till it themselves. No rations are issued to them, nor do they receive annuities. Fifty-five per cent of the children are attending school, and this percentage would probably be largely increased if a day school were established. All of these Indians wear citizen's clothing. The principal employment among them is farming, in which they have been very successful, each year showing some improvement.

The Fort Totten Industrial School, a bonded school on the Devil's Lake Reservation, is an excellent one and has been very successful the past year. The average attendance has been about 312. Special attention is paid to agriculture, the school having a farm of 740 acres, 240 acres of which are under cultivation and produce sufficient to supply the school needs and maintain the stock. Five hundred acres of good pasture land afford grazing for the dairy herd and the working animals. The boys are given instruction in all branches of industrial training, and the girls are learning to become good housekeepers. This school is under competent and skillful management.

The school conducted under the supervision of the Gray Nuns had a good attendance of Sioux children, and excellent work is done under the faithful direction of these self-sacrificing women.

#### Oregon.—Grande Ronde.—

There are about 350 Indians here—citizens—having the same rights as white men. They hold office, etc. With the exception of a few aged and infirm, they are self-supporting. They do not rent their lands; some till their allotments and others use their land for hay and pasturage. All wear citizen's clothes, and 85 per cent of the children are in school. The principal occupations are farming and stock raising.

The enrollment of the Grande Ronde Boarding School was 83. Especial attention has been given to industrial training. Individual and class gardens are tended by the pupils. The boys have done especially well in carpentering. The girls have been taught all branches of housework. The management of this school is particularly good, and great credit is due the superintendent.

#### Siletz.—

Most of the Indians here are self-supporting. Nearly all speak English, and but few are receiving rations or annuities. Very few rent their land, the majority preferring either to till or graze it. Seventy-one per cent of the children attend school. All wear citizen's clothes. Many of their homes are neat and well kept. More grain is sown each year and they are leading industrious lives, working where they can find employment.

At the small boarding school of about 40 children the management is excellent, and great progress and improvement have been made during the past few years. The school children all speak English. A small dairy herd is maintained, which supplies milk and butter for the school—enables the boys to learn the care of cattle, and the girls to become proficient in butter making. All departments of the school have been well conducted, and a number of pupils have been prepared for transfer to the Chemawa School. The management reflects great credit upon the superintendent, J. J. McKoin.

Chemawa.—Salem Training School.—This is the largest Indian school in the Northwest, having an enrollment of 706. The farm and garden work are much better than in former years. The students who have been graduated from industrial departments have been successful and have reflected credit upon the institution. The boys are taught trades well. The literary work has been satisfactory. The hospital is one of the best in the service.

#### Umatilla.—

These Indians are all self-supporting, and 85 per cent of them speak English. None of them receive rations or annuities. A majority of those having lands are tilling it, although some are renting their allotments. Nearly all wear citizen's clothes. Ninety per cent of the children are in school. Farming is the principal occupation. The present condition of the Indians upon this reservation is all that can be expected. The evident disposition to do for themselves shows that they realize the necessity of



ONION PLANTING. INDIAN SCHOOL, CARLISLE, PA.



VEGETABLE EXHIBIT, DAY SCHOOLS, PINE RIDGE AGENCY, S. DAK.

their own exertions for support and civilization. Large work horses have taken the place of ponies; wagons, hacks, buggies, mowing machines, headers, hayrakes, and improved farming implements of every description are now in use by them. Many houses have been built, and modern furniture, etc., purchased.

The enrollment at the boarding school is 103. The majority of the children are quite young, but the industrial work is carried on in a creditable manner and the literary work is good. The school is well managed and the attendance regular.

**Pennsylvania.**—**Carlisle.**—This is the largest and best equipped Indian school in the United States. The enrollment for the past year was 1,239. The outing system, which has proved so beneficial an adjunct to the regular school work, originated at this school and has since been largely adopted throughout the service. During the past year nearly 1,000 Carlisle pupils have been out in farmers' families, where they have earned good wages and attended local schools. The earnings of these outing pupils for the past year aggregated more than \$30,000, a large proportion of which was saved and is drawing interest. The acquiring of this habit of saving is not the least of the benefits derived by the pupils from the outing system. The literary departments of the school have been very successful, and industrial training in all branches—agricultural, mechanical, and technical—has been continued to the boys and girls. The sloyd class is especially good; they make practical articles—tables, chairs, etc. The printing of all illustrations in this report was done at the Carlisle School by Indian student apprentices.

**South Dakota.**—**Pine Ridge Agency.**—

	1893.	1903.
Speaking English .....	300	1,770
Per cent of children in school .....	30	75
Returned students leading industrious lives .....	25	196
Returned students living in idleness .....	None.	28
Girls (returned students) who keep neat homes .....	None.	106
Indians wearing citizen's clothes .....	1,000	3,077

Physically, mentally, morally, and financially there is a slow but gradual improvement, which has been more noticeable during the past year than, perhaps, at any other time, and is attributable, it is believed, to the new plan of furnishing the Indians work and paying for the same in lieu of all issues of rations. A telephone system has been installed, which is of great assistance in civilizing and controlling the Indians on this reservation.

The Pine Ridge Boarding School has an enrollment of 257. It is well organized, the discipline is good, and the pupils are progressing satisfactorily. Both boys and girls receive industrial training, the boys in farming and gardening and in the trades, the girls in household work and in the dairy and garden. The girls also do fancy work and are taking lessons in beadwork and basketry. Many improvements have been made in the buildings, and the school is in a satisfactory condition generally.

There are 31 day schools on the Pine Ridge Reservation under the immediate direction of a day-school inspector who keeps them up to a high degree of efficiency. One of the most successful day-school teachers is a full blood Stockbridge Indian (day school No. 27). Unusual interest has been taken in gardening this year. The gardens are from 1 to 2 acres each, and the yield is almost incredible in some

instances. The special effort put forth in gardening has greatly increased interest in the schools and afforded a valuable lesson to both pupils and teachers.

The Holy Rosary Mission Boarding School at this agency has about 220 pupils and is doing excellent work. The industrial work is especially worthy of praise. The sisters deserve great credit for their patient and unselfish efforts to educate and civilize these children.

The Protestant Episcopal Church, through its system of missions at this agency, is doing an excellent work and contributing largely to the improvement of the Indian's condition morally and physically. To the extensive and systematic missionary work done by this church and others on this reservation is mainly due the fact that these Indians are so well advanced in civilization.

Rosebud Agency.—

	1893.	1903.
Speaking English.....	487	1,765
Per cent of children in school.....	40	88
Returned students leading industrious lives.....	2	330
Returned students living in idleness.....		10
Girls (returned students) who keep neat homes.....		23
Indians wearing citizen's clothes.....	1,677	4,922

Principal employments are freighting, farming, and stock raising. There are 4,972 Indians on this reservation, mostly Brulé Sioux. Most of the land is grazing land. Since the withdrawal of rations the able-bodied Indians have been at work making fences, repairing roads, etc. The missionaries of the Catholic, Protestant Episcopal, Congregational, and other churches are actively engaged in the work of advancing these Indians.

The Rosebud Boarding School is 15 miles from the agency. Its enrollment for the past year was 167. The industrial work was excellent. The greatest and best amount of farm products was found here of any school visited. They raised about 500 bushels of potatoes, 300 bushels of turnips, a similar amount of ruta-bagas, 100 bushels each of carrots, parsnips, and beets, and had an enormous yield of squash, cabbage, melons, and sweet corn. There was an endless profusion of small fruits of all kinds. Too much praise can not be given to this school for the excellence of its farm and garden. The kitchen and dining room are in good condition and the children get well-cooked food and in ample variety and quantity.

There are 21 Government day schools on the Rosebud Reservation, under the direct control of an energetic day-school inspector, with a total enrollment of about 500. About 100 pupils were sent to nonreservation schools during the year. The day-school buildings are in good condition and exceptionally commodious. A telephone system similar to that at Pine Ridge would be of great assistance in controlling the reservation, increasing the efficiency of the day schools and freeing the reservation from the present vicious element engaged in stealing cattle and horses which is now a menace to good government. Much credit is due the agent for his uniform courtesy under all difficulties.

The St. Francis Mission Boarding School at the Rosebud Agency has an enrollment of about 250. The work being done is exceptionally excellent and the success achieved has been proportionately great. Their industrial work is of the very best character and taught thoroughly and practically. The remarkable results accomplished here





METHOD OF TEACHING ENGLISH BY USE OF SAND TABLE, NO. 27 DAY SCHOOL, PINE RIDGE.

are due to the efforts of the painstaking and efficient sisters who are devoting their lives to their work. Father Digman is a man of remarkable ability, as he has shown in his capable management of this school, which has been doing good work for a great many years.

The St. Mary's Episcopal Mission School is exclusively for girls, and has about 60 pupils who are being carefully and conscientiously trained to become good housekeepers and good women. The missionary work here, as at Pine Ridge, has done much good, and great credit is due these self-sacrificing people, who are devoting their lives to this service.

Virginia.—Hampton Institute.—This institution had 96 Indian pupils during the past year, 45 girls and 51 boys. For the past two years no Indians have been received at Hampton except those able to pass the regular entrance examinations, thus doing away with the Indian preparatory class. The Hampton Institute is one of the best known practical educational institutions in the United States, and is particularly well equipped for giving instruction in industrial, as well as literary work. The Indian boys who desire to learn trades, to become well-informed, efficient farmers, and to acquire a good general education, are here able to receive instruction of the most finished character. The girls also have the best possible opportunities and are thoroughly grounded in those arts which will enable them to become good homemakers and neat and economical housekeepers. The perfectly equipped manual-training department affords especially valuable opportunities to the Indian pupils for preparing themselves to make their own living after leaving school. The extensive system of agriculture is one of the best and most ably conducted in the country.

During its existence this school has taught 938 Indian children, 637 of whom are now living. The institution keeps itself informed of the record of the returned students, and from reports received has classified them as follows: Excellent, 141; good, 333; fair, 149; poor, 42; bad, 8. According to this classification 474 returned students are entirely satisfactory, 50 have poor records, and 149 amount to but little either way. These are largely the sick and deficient. The first three Indians were graduated from the academic course in 1882. One of them, Thomas Alford, surveyor and allotting agent, came back this year to see his son graduate; another, John Downing, is a prosperous ranchman in Oklahoma; and the third, Michael Ashkney, is a farmer in Wisconsin.

#### PROGRESS OF INDIAN EDUCATION.

In the early days attempts to educate the Indian were usually made in connection with or as a part of the efforts to convert him to Christianity. The missionaries were the first educators. To assist in this work various small appropriations were made as far back as 1775, and even before the Revolution, about the year 1692, two Indian youths were maintained at the public expense at the college of William and Mary in Virginia. One of the first treaties made with the Indians after the Revolution provided that the United States should employ one or two persons to keep in repair certain mills which were to be built for the Indians and instruct some young men of the Three Nations in the arts of the miller and sawyer. After that from time to time various appropriations were made, but it was not until 1876 that a continuous and regular system of appropriating for the Indian school

service was inaugurated. In that year Congress appropriated \$20,000 for this purpose. These appropriations, which have been continued each year, have steadily increased, until now the appropriation is about three and a half million dollars.

The enrollment of pupils last year was nearly 29,000. The number of employees in Indian school work has increased since 1877 from 221 to almost 3,000. The number of schools has steadily increased, and larger and better buildings, enlarged facilities, and more modern equipment are being provided.

The day schools are among the most interesting and valuable because of the instruction they give to parents as well as to children in civilized ways. Children attend school during the day and return home at night. Better facilities for day-school work are required; larger buildings, and land for pasturage and gardening. Part of the day the boys work with the teacher on the garden or farm, while the girls are taught by the housekeeper washing, ironing, sewing, cooking, and housekeeping. At noon all sit down to a meal which the children have cooked or assisted in cooking.

In the reservation boarding schools, as in the day schools, the emphasis is placed upon the home, the workshop, and the farm. The nonreservation schools have employed the same methods, devoting half the day to work, and half to study. At the agencies where returned students live in the greatest numbers many of them occupy the positions of interpreter, clerk, farmer, and policeman, and many places in the agency shops are filled by boys who have learned more or less of a trade at school.

The Indians now have under cultivation 25 per cent more land than in 1890 and twice as many acres are fenced. The number of families living on and cultivating farms has doubled, and they own more cattle and fewer worthless ponies. The number of Indians wearing citizen's dress wholly or in part increased between 1890 and 1902 from 118,196 to 143,974; the number that can speak English from 27,822 to 62,616, and the number of dwelling houses from 19,104 to 26,629.

It is not too much to say that the abolition of the ration system, which has been so-effectually brought about under your administration, and which in many instances has had the effect of forcing the children into school, has been made possible through the ameliorating influence of the Government and church schools. The last twenty years has seen a progress far in excess of anything that preceded it.

#### METHODS OF TEACHING ENGLISH IN PINE RIDGE DAY SCHOOLS.

The first and most important step in Indian education is to teach the children to speak English. Various methods are used in the different schools, but none has proved more successful than that adopted by J. W. Lewis, of No. 27 Day School, Pine Ridge Agency, a full-blood Stockbridge. Mr. Lewis has worked under the supervision of J. J. Duncan, who is day-school inspector of the 31 day schools on the Pine Ridge Reservation, the largest number under one agency; and who has brought these day schools up to a high degree of efficiency. Mr. Duncan speaks of Mr. Lewis's work as follows:

He is one of the most successful teachers in the service. Perhaps no one teaches English more rapidly or successfully. One of the best devices he uses is the sand table. One of the ways he uses it is to have one of the older pupils teach the beginning class while he himself teaches another class. The table is arranged like a



SECTION OF INDIAN EXHIBIT, BOSTON, JULY, 1903.

home, with irrigating ditch, bridge, fence, posts made out of clothespins, house, etc. The pupil teacher says to the class, say "the horse," then "the horse runs," etc. The pupils repeat this sentence together until it impresses itself on their mind. Then each pupil says it alone until it becomes part of himself. A thousand and one sentences can be made and repeated in this way. He makes the table to suit the children's surroundings and to suit the seasons, etc. He turns it into a garden in gardening time. It is not much wonder that the children who have been in this school six months speak more English than children at other schools I have observed who have been in school six years.

I visited Mr. Lewis at his day school in October and saw the workings of the excellent methods of this full-blood Stockbridge Indian teacher. I wish to state that I have never seen better teaching done in any day school, and have visited very few that will compare with it in efficiency.

Paph Julian, of Pine Ridge Day School, No. 10, has also been very successful in teaching English to his pupils. The following extract will give some idea of his methods:

The Indian child already knows his surroundings and his environment, but he knows them in Indian. His starting point will be one word of English, then two or three, and so on. Place a number of visible objects, with which he is familiar, on a table and acquaint him with all the ways by which each object may be represented in English. Give him the spoken word in English, the written form of it, and represent it by a picture. After you have done this for the child get him to do it for himself.

Unusual interest has been taken by all the day-school employees of Pine Ridge Agency in gardening during the past year. Each of the schools has a garden, and an immense amount and variety of vegetables have been raised, some of the schools raising as many as 100 bushels of potatoes. The noonday luncheon served at these schools is a good wholesome meal, consisting of the Government ration, supplemented by well-cooked potatoes, cabbages, onions, etc. At many of the schools the housekeepers have taught the girls to use the Government flour in the making of excellent biscuit and have shown them how to make pies, using the squash and other suitable vegetables raised at the school. It is also the duty of the housekeepers on this reservation to look carefully after the bathing of the children.

Too much can not be said in praise of Mr. Duncan's systematic and excellent management of the Pine Ridge day schools, and due credit must be given to the energetic teachers and enterprising housekeepers there.

#### INFLUENCE OF RETURNED STUDENTS.

The returning to their homes of a large number of students each year is gradually wearing away the prejudices of the older Indians against the educational and civilizing methods of the Government represented in the school work. The Indian boy comes back from school trained in some art or trade, agricultural or mechanical, and is fairly well equipped for making his living. Many have engaged in farming, and still others have followed the various trades in which they were instructed at school—for example, blacksmithing, shoemaking, harness making, carpentering, etc.

At the same time, in order to continue the good work which has been done in this direction, and as far as possible to prevent the Indian student from relapsing into old, semi-barbarous ways upon his return to his home, it is important that the Government efforts to assist and encourage the ambition for better things which he may have absorbed

during his school experience should not be relaxed. The recommendation made in the report of the superintendent of Indian schools for 1902, that an appointment clerk be stationed at each agency where there is a considerable Indian population to assist in providing work for graduate students, is again most respectfully brought to your attention. Such an official, if competent and experienced, could, by the exercise of tact and good judgment, secure for the educated young Indians positions and employment for which they have shown special fitness and aptitude.

It frequently happens that upon his return home from school the Indian pupil, although equipped for taking up the life of a farmer, for instance, finds that his parents have not only leased their own allotments of land but his as well. They have nothing to do themselves and there is nothing for him to do. He consequently is apt to drift into an idle existence and gradually all uplifting influences of his school career begin to lose their effect. It is in such cases that the agency employment clerk would be most useful. If such official were authorized and appointed, the superintendent of the school from which the returning student was graduated would notify him of that fact and also inform him as to the particular trade or branch of industry in which the student was proficient. The employment clerk could ascertain the home surroundings of the student and, in case conditions were not favorable to his engaging in farming or some independent industrial pursuit at his home, could assist him in securing suitable employment elsewhere.

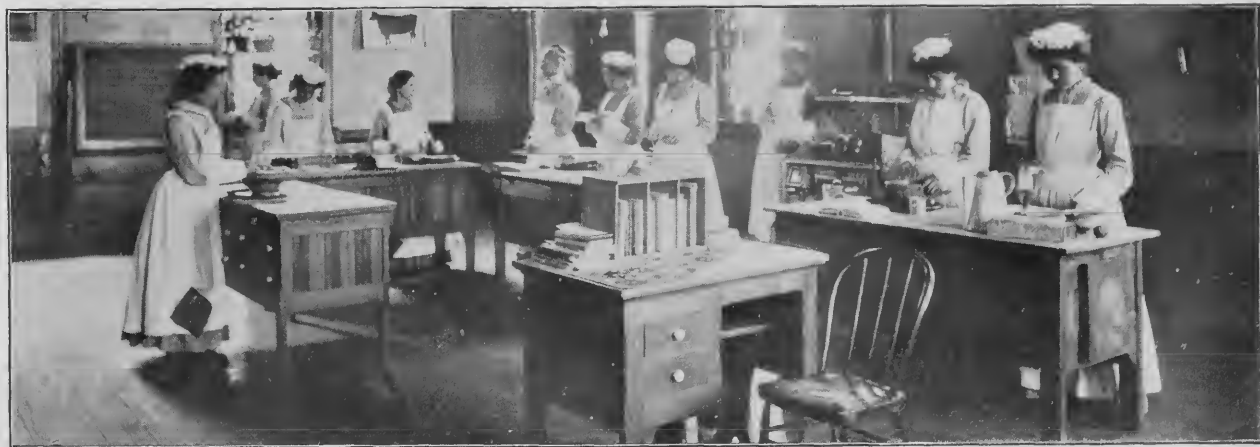
The employment clerk could also, in conjunction with the field matrons, do much for the girl graduates. Positions could be found for them, and where this was not practicable for any reason a market might be found for articles of distinctively native manufacture that they might produce from time to time, thus aiding them in self-support.

The importance of the adoption of this employment system, if it may be so described, is thus emphasized for the reason that it is believed that under proper management it would do much toward preventing a large number of students from drifting backward.

#### EQUIPMENT OF INDIAN STUDENTS FOR SELF-SUPPORT.

After giving the Indian boy and girl the necessary knowledge of the English language, they are given industrial training that will enable them to support themselves after leaving school. Especial attention has been paid to instruction in the various arts and trades which they will find useful upon their return to their homes as working farmers. The Indian farms being usually at considerable distance from towns, it is not only convenient but essential that the Indian farmers should be able to make needed repairs to farm implements, to shoe their horses, to mend harness, to repair buildings, and in fact to have a good working knowledge of the trades of carpentering, blacksmithing, etc. While machinery is necessarily used to a certain extent at the large agricultural and industrial Indian schools, the aim and policy of the schools is to teach the Indian boy and girl to use their hands, to be able to make things themselves, and I hope the day is not far distant when all the girls will be instructed in dairying, including milking, butter making, and cheese making, as well as in all the usual work in and about a house which will enable them to become good home makers.





TEACHING GIRLS TO COOK, HASKELL INDIAN SCHOOL, KANSAS.

They should be taught to cook for small families and with but few utensils, and to wash by hand in tubs and with boards, and to iron with flatirons heated by stoves.

In addition to the strictly industrial and agricultural features in nearly all of the larger schools opportunities are given to pupils to learn and become proficient in many arts and industries which will fit them for various suitable occupations.

There is no denominational religious training in any of the schools. Ministers of all denominations address the pupils and conduct religious exercises.

#### TRANSFER OF PUPILS FROM LOWER TO HIGHER SCHOOLS.

In previous reports reference has been made to the importance of transferring pupils from the schools which they have outgrown to more advanced schools, and the lack of a proper system in this regard has been one of the obstacles to success in the Indian school service. Much of the difficulty in securing such transfers has arisen from the opposition of the parents. Other causes combined have contributed to the lack of success which has heretofore attended and to some extent still attends the working of the system. There has been almost excessive eagerness on the part of the nonreservation boarding schools to secure pupils in order to keep up their record of attendance, and this has sometimes led to the transfer of pupils entirely unfitted for the work of the higher schools.

It is gratifying, however, to be able to report that during the past year conditions have so materially improved that a large number of the pupils of the day schools have been fitted for and transferred to the higher schools. Although analogous to the system of promotion from one grade to another in use in the public schools of the country, it is, from the nature of the circumstances and conditions attending Indian school life, much more elastic, and there is no fixed rule as to the grade which must be attended by a student before he or she can be admitted to the higher school. The age of the pupil is considered, and if he is old enough to go to the boarding school little attention is paid to the grade which he had reached in the day school.

Much remains to be done in the way of systematizing and making uniform the existing methods of transfer; but it can be said that practically every child whose parents' consent can be obtained is offered a chance for transfer to a nonreservation school.

#### SCHOOL GARDENS.

Indian boys and girls have manifested the greatest interest in school gardens, and the order to go to the fields is heartily welcomed. The teacher shows how each kind of seed should be planted. Cabbage and tomato plants are frequently raised in hotbeds, or window boxes, for early transplanting. The relation of soil and moisture to plant growth is explained, and the phenomena of nature observed in these gardens. Incidentally lessons in number, form, color, and English are presented. The children learn the value of plowing, spading, and fertilizing. School gardens have been successfully conducted at a great many schools, and the reports of superintendents and teachers show that

through them the pupils have acquired a broader knowledge of agriculture, ability to plan and successfully carry out work, and a ready command of the English language. The boys prepare the soil, and, assisted by the girls, plant, care for, and weed the gardens, bringing the matured products to the kitchen, where the girls cook them and prepare them for the table. The very small children plant tiny gardens, and the lettuce, radishes, etc., which they raise are welcome additions to their kindergarten luncheon table. In some schools there is a garden for each table in the dining hall, conducted and tended by the children having seats at that particular table.

In many instances the class-room teachers, with the assistance of their pupils, have flourishing gardens, a few children working at a time, and and as a reward of merit. At many of the schools the pupils have a variety of vegetables to take home, and those living near enough return to the school from time to time during vacation to get vegetables. Some of the schools are like comfortable homes, in connection with which chickens, ducks, pigs, calves, etc., are raised, and the children assist in their care and feel a personal interest in them. The gardens also contribute to supply a bountiful table for the school. The teachers go to the gardens and work with the pupils, and everywhere great interest is manifested in the work, which has been very successful. In some schools pupils raise enough popcorn to provide amusement for the winter. Some have supplied their tables in the dining room with small fruits and have a small surplus to sell. The exercise in the open air has developed better physical conditions. Lessons in cooking the garden products develop home-making qualities in the girls, and the agricultural instruction has been of practical advantage to the boys. The aesthetic side has not been neglected in teaching gardening, and the educative value of flowers is recognized as an important factor in the training. Children are taught the value of working along practical and scientific lines and to become producers as well as consumers.

#### NATIVE INDUSTRIES.

The principal means by which the North American Indian acquired his livelihood in the early days, before the white man came to these shores, were naturally those of the chase, and, as far as was necessary for his maintenance, such agricultural work as provided him with food. The Indian developed out of the materials in his locality those arts which supplied his needs. He made blankets, and made them so well that in their symbolic tales of Indian history, traditions, and tribal life they could not be equaled by any book which needed a printing press. In basketry the Indian practically stands alone. Other nations make baskets, but they do not compare with Indian basketry. The British Museum, which contains the greatest collection of the best products of human effort in the world, has searched the earth for the finest samples of basketry, and all connoisseurs agree that the baskets made by the North American Indians are by far the very best there. The bead work of the Indian can not be equaled, and while the fancy for articles of bead work may be but a passing one, rather than let the art be lost it has been thought well to teach it to the children in the schools, making the work educative, and having the beads and colors take the place of kindergarten material. The Indian has shown himself especially adept in tanning and curing leather by methods of his own. In pottery



INDIAN GIRLS MAKING BUTTER, HASKELL SCHOOL. KANSAS.

he has, by the unaided use of his hands, produced fine samples of the art.

The necessity for preserving these arts and simultaneously providing means of livelihood for the Indian is obvious. Many of the Indian schools are now including the teaching of the native industries as part of their regular course. We are also endeavoring to teach the children to use the best and most available materials in making baskets. For instance, in many of the public schools white children use raffia in making baskets, because it is easy to obtain, but the Indian child knows the proper materials and how to get them. It knows what its parents have used and the work they have accomplished. The use of raffia in basketry in Indian schools is discouraged, because it is merely a substitute for native material and can not give as good results. In teaching Indian children the native industries care is taken to teach them the industries of their own tribes. This is the controlling idea in all industrial school instruction, and has been found mutually beneficial to teacher and pupil.

#### COURSE OF STUDY.

The Course of Study for Indian schools, prepared in 1901 by the superintendent of Indian schools and approved by the Commissioner of Indian Affairs, has now been in use for nearly two years, and the reports received from the field state that it has not only been a valuable aid to the teachers in their work, but that they have carefully studied and followed the detailed methods of school work marked out for them. The uniformity of methods of instruction establishes bases of comparison for the work of the Indian students which would otherwise be impossible. Nearly every school in the service has reported increased progress made along all lines since the adoption of the course. Everywhere is seen the onward impetus which has been given to the education and training of Indian children by the general use of uniform and practical courses of instruction which have been carefully and systematically prepared to meet the special and peculiar needs of the Indian schools. Practical lessons in every branch are outlined. Especial attention has been given to the industrial features of the course, and particularly to agriculture, dairying, and stock raising, as it is to these occupations that the majority of the pupils must look for support after leaving school. Instruction in the elementary literary branches is included, as are also directions for teaching the various native industries. The special aim of the course is to give the Indian child a knowledge of the English language, and to equip him with the means of earning a livelihood.

A practical illustration of the value of the Course of Study and the good results which have followed its adoption was given by the increased excellence of the exhibits from the schools, these showing in a marked degree the effect of careful work under the course. This is partially shown by the cuts accompanying this report, which were reproduced from photographs of groups of exhibits. Some of the leading manual training teachers of the country on visiting the exhibit at Boston commended specially the excellence and superior quality of the samples of industrial work, and the marked improvement shown over the work of previous years.

The teaching of cooking to the Indian girls has not yet reached a satisfactory degree of excellence in all the Indian schools, but better efforts are being put forth each year in this the most important branch of a girl's education.

#### NEWSPAPERS AT INDIAN SCHOOLS.

The industrial departments of nearly all the larger Indian schools are equipped with printing presses, either hand or power, and complete sets of type. These are of educational value to the students, and the plants are utilized for the printing of school blanks and periodicals. The editing of these journals is supervised by the superintendent or principal of the school, assisted by some of the teachers, but many of the articles are contributed by the students. In some of the schools much of the work of getting out the paper, including typesetting, presswork, and writing special articles, is done by the pupils.

The following is a list of Indian school papers: The Red Man and Helper, Carlisle, Pa.; The Farmer and Stock Grower, Chilocco, Okla.; The Indian Leader, Haskell Institute, Lawrence, Kans.; The Native American, Phoenix, Ariz.; The Chemawa American, Chemawa, Oreg.; The Indian News, Genoa, Nebr.; The Word Carrier, Santee Normal School, Nebr.; The Oglala Light, Pine Ridge, S. Dak.; The Chippewa Herald, White Earth, Minn.; The Reveille, Grand Junction, Colo.; The Indian Advance, Carson City, Nev.; The Puget Sound Indian Guide, Puyallup School, Tacoma, Wash.; The Weekly Review, Flan-dreau, S. Dak.

#### MODEL INDIAN SCHOOL AT ST. LOUIS EXPOSITION.

A model Indian school will be carried on at St. Louis during the progress of the exposition. It is desired to enroll about 100 selected students, most of full Indian blood. In connection with the school, and forming a part of it, will be an Indian band composed of students from the various schools. The students will work certain hours per day at their trades. Alongside the students' workshops will be arranged booths for the accommodation of selected Indians, men and women, who will be at work at their native arts and industries, including basket making, blanket weaving, silversmithing, beadwork, carving, manufacture of articles from leather, stone, birch bark, clay, etc. These artisans will be selected on account of their skill in the respective industries. Every feature will be eliminated that has no scientific or educational value. The strictest discipline will be maintained at all times, over both the old Indians and the students. The design is to show the public just what the Government is doing for the Indian, and to illustrate not only its policy but its methods.

#### TEACHING AGRICULTURE AND SOME OF THE RESULTS.

Of all the occupations open to the Indians of this country, that of farming, including dairying and stock raising, easily takes first place. As most of the Indians own land and must depend on the cultivation of the soil for a livelihood, it is essential that they be taught to farm in a systematic manner. To make the Indian boy a successful farmer he must be taught something of the composition of soils, how different kinds of soils should be treated, the selection, planting, and cultivation





TEACHING NATIVE INDUSTRIES, PHOENIX INDIAN SCHOOL, ARIZONA.

of crops, care of stock, dairying, fruit raising, and, where necessary, the making and management of irrigating ditches. He should also have a working knowledge of carpentering and blacksmithing. Special attention paid to agriculture and gardening in the Course of Study, and detailed instructions are given for the teaching of these branches during each year of the school course. The results, as shown by reports from schools, indicate an increased interest in agriculture on the part of both teachers and pupils.

The instruction and training begin in the first year. The little children are told the story of the seed and the germination and growth of the plant and flower, and they are each given a little plot of ground in the garden which they plant with vegetables and flowers. This they call their "farm," and under the guidance of the teacher they prepare the ground and plant and care for the plants themselves, and finally gather what they have grown. Often the vegetables can be sold and a little bank account started, and the work becomes a pleasure. In the second and following years the children's farms are enlarged until in the more advanced grades they conduct a miniature model farm and care for the school garden.

Instruction in the art of farming, such as fertilizing, planting, cultivation, rotation of crops, irrigation, etc., is given to the pupils. As a further aid to successful farming, training is also given in dairying, stock raising, blacksmithing, carpentry, and other trades. I am glad to state that the results accomplished from the use of the Course of Study have been especially gratifying along the above lines.

The school farms at the smaller as well as the larger schools are being conducted in a practical and intelligent manner, and have not only become the means of imparting agricultural knowledge to the pupils and supplying the needs of the school, but in many instances have proved a source of profit. The system of having individual gardens for the pupils is no longer an experiment. Its value and usefulness have been demonstrated, and nearly all the schools are adopting it to a greater or a less extent. The purpose in view is to give the boy such practical instruction as will enable him to become a successful farmer and cultivate his allotment intelligently and profitably, and make of the girl a good housekeeper in a neat and comfortable home.

The Southern Workman, published by the Hampton Agricultural School, one of the greatest educational institutions in the United States, speaking of the necessity for helping the Indian, says:

The Indian needs help. We must teach him to farm and to raise cattle and to follow other pursuits of white people. Along with Christianizing and educating him goes the greater work of teaching him to earn his daily bread. He must develop from savagery toward civilization under the same laws and by the same means by which the Anglo-Saxon has developed, and must learn the gospel of work as he has learned it. And these things will come to him, as will also come the other and higher lessons which all civilized people must learn. But these come slowly, and only with the passage of generations. And they will come especially slow to the Indian, partly because he is by nature conservative and such things are strange to him, and partly because he can not stand failure or discouragement, and partly, too, because he must meet the competition of white people.

#### RÉSUMÉ.

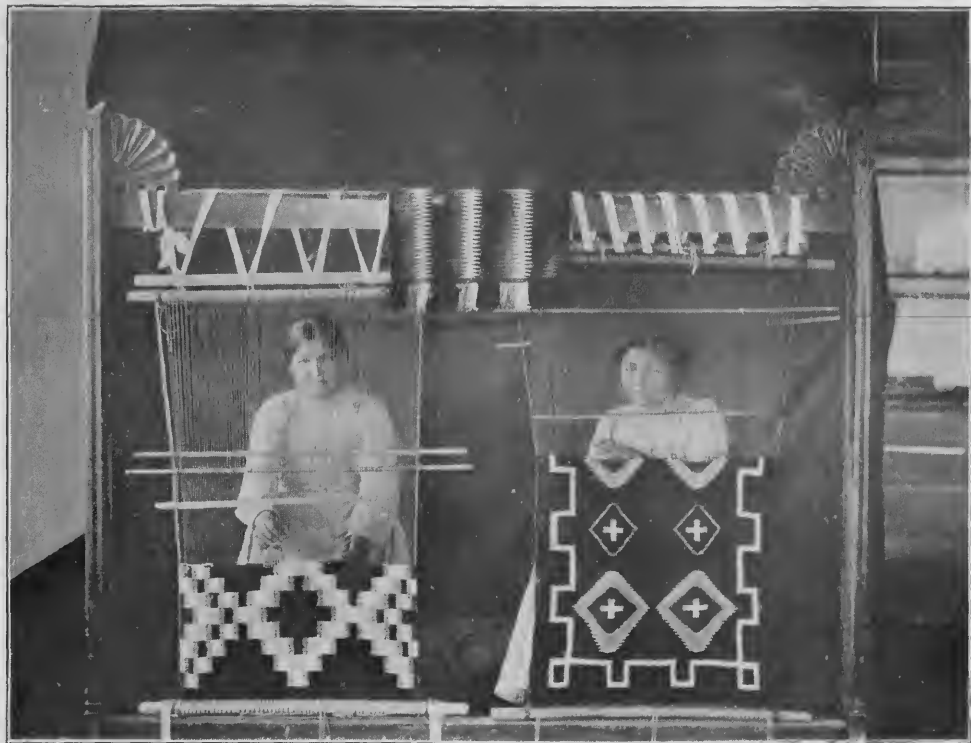
This being the sixth of the annual reports of the superintendent of Indian schools since the present incumbent took charge, it may be well to give briefly a résumé of what has been accomplished during this

period. The growth of Indian education and its achievements should not be judged by the same standards which would be used in estimating the success or failure of a system of education adapted to the children in civilization. Frequently the home training of the white child has made easy its instruction to a point to reach which may require years of patient effort on the part of the teacher of the young Indian. The cooperation of the parents is no small element in the success of elementary instructors. This cooperation has heretofore been lacking in Indian schools. That its influence is partly shown now is due to the fact that one or both of the parents of many of the young Indian children entering school to-day have themselves had the benefits of the training of the schools. In most cases, however, in attempting to educate Indian children much time and patience must be expended in creating a desire to learn, and in arousing sufficient interest on the part of the pupil to induce him to wish to learn or even be willing to learn.

I am glad to be able to state that better methods of teaching are prevailing throughout the schools. The teachers are beginning to study the Indian and to apply the results of their study. They are beginning to see that methods of teaching used in the public schools must be modified and adapted to meet the needs of the children of a child race, who must first be taught to understand our language.

The Indian teacher must deal with conditions similar to those which confront the teacher of the blind or the deaf. She must exercise infinite patience in all her teaching, which at first must be done objectively. She must present objects that are familiar to the children, giving them the English names, and constant repetition is necessary; then lead them gradually to representations of their surroundings and things they are well acquainted with in their neighborhood, and as generally the child upon entering school finds many strange things—strange surroundings, strange faces, and a strange language—fear and suspicion take hold of him, and much time and patience on the part of the teacher is required to get him to feel at home and talk freely. His starting point will be one word of English; for instance, the Sioux boy usually knows the sky above him as “mah-pi-yah” and the stars as “wi-can-hpi,” and when he has learned the English words “sky” and “stars” he can go on to others. Again, he can exchange his Sioux word “po-stan” for our English word “bat,” and the teacher can then reach out to other objects and ideas familiar to him. His English vocabulary will reveal his surroundings to him. Give him only at first such words as he will have everyday use for. After he has learned to speak a word, the written form can follow. The teacher must remember that it is only by constant repetition and ceaseless grinding away that the child acquires a working knowledge of English.

Moreover, in order to teach the Indian child anything it is necessary to have him leave his home and attend school. This has frequently been a difficult task. Parental love is one of the strongest attributes of the Indian character. The Indians dislike to part with their children even for the portion of the day required for their attendance at day schools, and frequently bitterly oppose their being placed in boarding and training schools. This feeling is gradually wearing off, largely through the influence of returned students, many of whom are not only willing but anxious that their children should have the same advantages which they received.



TEACHING BLANKET WEAVING, PHOENIX INDIAN SCHOOL, ARIZONA.



PIMA LACE MAKERS, CHILOCCO AGRICULTURAL SCHOOL, OKLAHOMA.



BRICK LAYING, HASKELL SCHOOL, LAWRENCE, KANS.

There has been a gratifying increase in average attendance, as will be seen by reference to the statistics which appear in your report. The capacity of schools already established is greatly increased. The equipment of the larger training and agricultural schools has been greatly improved, and there has been no relaxation of efforts to give the Indian students as complete an equipment as possible—industrial and literary.

The progress made by the Indian during the past ten or twelve years has been greater than during any similar period. He has not only advanced generally in civilization, but a large number of Indians have acquired a working knowledge of various arts and industries suited to their capacity and environment, which is enabling them in a gradually increasing measure to provide for their own maintenance and that of their families.

The beneficial results of educational work among the Indians are apparent in the general improvement of their condition, mental, moral, and physical. This improvement has been specially noticeable during the past decade.

Twenty-five per cent more Indians are self-supporting now than ten years ago; more than twice as many speak enough English for ordinary purposes; comparatively few are receiving rations, and these are largely the aged, sick, and infirm. Many more Indians are tilling their land, and a much greater percentage are living industrial lives than formerly. There are no tribes wholly idle, and, in addition to farming, large numbers of Indians have found employment in the various occupations requiring manual skill or physical strength. They are engaged in lumbering, mining, working on railroads and steamboats, digging irrigating ditches, etc., and those who have received the industrial training of the Indian schools make good carpenters, blacksmiths, painters, wheelwrights, shoemakers, etc. There has been great improvement in the manner of dress. A great many more Indians wear citizen's clothes than did in 1890, and at a number of the agencies practically all the Indians are so clothed. It is gratifying to know that the time is not far distant when a majority of the Indians will be self-supporting and self-respecting citizens.

In conclusion, permit me to state that the progress made in Indian school work during the past year, especially in the agricultural line, has been very encouraging. I also wish to express my thanks to you for the cooperation and sympathetic support which have made the increased success possible.

Very respectfully, your obedient servant,

ESTELLE REEL,

*Superintendent of Indian Schools.*

THE COMMISSIONER OF INDIAN AFFAIRS.

## APPENDIX.

### BRIEFS OF PROCEEDINGS, PAPERS, AND DISCUSSIONS AT INSTITUTES.

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#### CHEYENNE RIVER INSTITUTE.

[Cheyenne River Agency, S. Dak., October 24 and 25, 1902.]

The institute opened Friday evening with an address by Supervisor A. O. Wright, briefly setting forth the value of small institutes and of the new course of study on which all the institute work was to be based.

#### EXTRACTS FROM PAPERS AND DISCUSSIONS.

**Reading.**—Miss Margaret Walsh, teacher, Cheyenne River Agency, S. Dak.—With many Indian children the inability to read distinctly is due to the lack of proper vocalization. This difficulty may be overcome by a thorough drill in punctuation and the articulation of the different sounds.

Mrs. Marcia De Vinney, teacher, Day School No. 2, Cheyenne River Agency, S. Dak.—My plan is as follows: I place the numbers 4 and 5 on the board, putting four 1's beneath the figure 4 and five 1's beneath the figure 5; these are counted and the result placed in position. I have different objects in the room and elsewhere counted, and my pupils write their lessons from printing.

**The day school in the course of study.**—E. G. Thickstun, teacher, Day School No. 3, Cheyenne River Agency, S. Dak.—The day-school teacher will be interested in nearly every chapter of the Course of Study. It is easy to see that Miss Reel has intended it more in a suggestive spirit than in a mandatory one. There are only a few places where she commands. As a rule she seems to be luring the teacher along lines that call forth the inventive spirit in the teacher, which gives real interest and life to the school work for both teacher and pupil.

**Hints on nature study.**—Miss Lydia Wetzel, teacher, Cheyenne River Agency, S. Dak.—Many Indians are living on land that is not considered fertile, but with care and persistent labor, and a knowledge of soils and of conditions favorable to plant growth, very poor land may be made to yield a fair reward.

**Some needed improvement in Indian schools.**—E. D. Mossman, superintendent, Cheyenne River Agency, S. Dak.—It seems to be the opinion of workers that it is highly desirable that a more satisfactory arrangement be made for the transfer of children to nonreservation schools. Indians desiring to enter the service should be subjected to the same examinations to which others must submit.

#### THE PHOENIX INDIAN SCHOOL INSTITUTE.

[Phoenix, Ariz., December 27–30, 1902.]

The institute was opened on Monday by Superintendent Goodman.

#### EXTRACTS FROM ADDRESSES AND PAPERS.

**The advancement of the Pima.**—J. B. Alexander, superintendent, Pima Agency, Ariz.—The Pima have increased in population; all wear clothing; over 2,000 belong to the church, recognizing the marriage ceremony and insisting that their children arrive at a mature age before their marriage.

**Importance of instructing Indians in agriculture.**—Prof. A. J. McClatchie, Government Experiment Station.—I have learned that those Indians who are the best acquainted with the modern methods of agriculture are the most independent and lead the most moral lives; they are the least care to the nation.

**Indian Homes.**—Mrs. Mary A. Wynkoop, field matron, Gila Crossing, Ariz.—As we visited in their homes, comforting the bereaved, teaching the women to weave rugs, writing letters to their children for them, helping them to make new garments and make over old garments, distributing clothes sent to them, teaching them to nurse the sick and care for the dead, we have made many friends, and in turn have learned many lessons from them.

**Importance of trained nurses in Indian schools.**—Miss Edith M. Robinson, trained nurse, Phoenix School, Ariz.—The time must come, and before long, when every nurse in the Indian service must be a trained one.

**Manual and industrial training.**—M. Friedman, instructor in sloyd, Phoenix School, Ariz.—The shopwork is disciplinary; the object in it all is education. That training which teaches the child to rely on himself, which instills in him the desire to do his own work and draw his own conclusions; that education, in a word, which makes for an independent, upright character; that enables the principal when he grows up to earn his own living and provide for others, that is the ideal education.

**Duties of a disciplinarian.**—B. B. Custer, disciplinarian, Phoenix Indian School.—The disciplinarian should keep a correct record of every boy in the school; the date of his entrance, his age, weight, and height; also his tribe, residence, guardian's name, etc. He should, in conjunction with the principal teacher, make all details of boys for school and work. He should have in his charge the issuing of all boys' clothing, and should keep a correct account of what each boy receives.

**Practical study of agriculture in the schoolroom.**—Mrs. Mary R. Sanderson, teacher, Phoenix School, Ariz.—Before an outdoor exercise is attempted the class-room teacher has ideal opportunities to outline the methods and plans and the object to be accomplished. The class should know in the beginning what preparation of the soil is to be made, the nature of the same, and what it is best adapted to produce.

#### SPRINGFIELD AND SANTEE INSTITUTES.

[Springfield, S. Dak., November 27, 28, and 29, 1902, and Santee, Nebr., January 16, 1903.]

It was planned to hold this institute at the Santee Normal Training School, but the Missouri River being filled with running ice the people on the Dakota side were unable to reach Santee, so two sessions were held in November at Springfield and one session at Santee in January.

The first meeting consisted of a general discussion on "What can be done in domestic science in the kindergarten and first grade." The institute was continued at Santee Normal Training School on January 16, 1903.

#### EXTRACTS FROM PAPERS READ.

**Some plans for the study of insects.**—F. E. Roberson.—This study should be begun in the spring when insect life first bestirs itself. Notice the first forms to appear, keeping an account of each in a book designed for the purpose. The four forms of the insect are the cocoon or pupa, the adult, the egg, and the larva. Injurious insects can best be destroyed by using an insecticide on their food plants. Care should be taken to distinguish between injurious and useful insects. A list should be made of destructive forms, also of useful forms. The use of insecticides should be taught, but great care should be exercised by the teacher.

**The study of natural science furnishes a wide scope for observation of sunshine, rainfall, humidity, soils, etc.**—Miss Nora H. Hurst, teacher, Santee Training School, Santee, Nebr.—In the study of sunshine call attention to the position of the sun throughout the day and year, the slant of the sun's rays at each division of time, and the effect of this variation on plant and animal life. Note the prevailing wind in the section of country in which the pupils are living, and how the wind affects plant life. Note the effect of rainfall on soil and plant and animal life.

#### CHEYENNE AND ARAPAHO INSTITUTE.

[Arapaho School, Darlington, Okla., March 12 and 13, 1903.]

Supervisor Charles H. Dickinson presided. Papers and addresses were given as follows: "Assignment of homes," by H. C. Cusey, farmer, Cheyenne and Arapaho Agency, Okla.; "Mission of the dominant race," by Rev. R. H. Harper, Darlington,



Okla.; "Spontaneous combustion," by H. C. Lowdermilk, engineer, Arapaho School, Okla. L. J. Hancock, principal teacher at Pawnee, and A. H. Gillette, principal teacher at Shawnee, also read papers.

There were discussions on the following subjects: "Care and economy in the use of Government supplies," led by Superintendent Harvey, of Pawnee; "Farming, by machinery or hand—farming in the training of Indian children," led by Supt. J. W. Seger, of Colony, Okla.; "Native arts in Indian schools," led by Miss Martha Baine, of the Cheyenne School, Okla.; "Retention at boarding schools of part of the pupils during vacation months," led by Supt. F. A. Thackery, Shawnee, Okla.; "Improvement of industrial instruction in the reservation school," led by Supt. J. H. Johnson; "Best methods to obtain the best results from different employees," led by Supt. John Whitwell, Red Moon, Okla. There was also a kindergarten exercise by Arapaho girls. The supervisor, Charles H. Dickson, in forwarding the minutes, writes: "There was an earnest, hearty, active cooperation in all of our proceedings. In fact the interest and spirit manifested were so great that steps were taken looking toward a permanent organization for institute work, to be held at least once each year, for the especial benefit of the Indian schools in Oklahoma and Indian Territory.

The papers were not forwarded.

### ALBUQUERQUE INSTITUTE.

[Albuquerque, N. Mex., Friday and Saturday, April 24 and 25, 1903.]

[Conducted by Supervisor A. O. WRIGHT.]

The first session on Friday morning was devoted to observation by day-school teachers of class-room and industrial work in the boarding school, and writing reports on same.

#### PAPERS READ AND DISCUSSED.

**Helps in securing attendance in day schools.**—Miss Fannie J. Dennis, teacher, Paraje Day School, N. Mex.—Visiting the parents and telling them of the school work is a help in gaining their interest, as is also having the parents visit the school. We must reach the parents through the children.

**Practical arithmetic.**—Miss N. A. Cook, teacher, Albuquerque School, Albuquerque, N. Mex.—A thoughtful teacher can devise many ways of using materials, such as colored beads, blocks, splints, etc., which will please the eye and prove both helpful and interesting to the pupils.

**Signs of progress in Pueblo day schools.**—Miss M. E. Dissette, supervising teacher, Pueblo day schools, N. Mex.—We find the greatest progress in the smaller villages, in proportion to the capability of the teacher and the intelligence of the people. There is a noticeable improvement in the Indian homes. The popularity of school attendance is constantly increasing.

**Mexicans in Indian schools.**—J. W. Travis, principal teacher, Albuquerque School, N. Mex.—The Mexican speaks out better, and naturally has more confidence in himself, while the Indian is quieter and less aggressive. In shopwork and various industrial departments instructors seem generally to prefer the full-bloods, as being rather the steadier of the two.

**Day-school gardens.**—Miss Edith E. Gregg, teacher, Santa Ana Day School, N. Mex.—We consider that the most important of the industrial work of the Santa Ana Day School is our garden. The boys and girls take great interest in it and really enjoy the planting, hoeing, irrigation, etc. Last year we cultivated about two acres of land and raised mustard, spinach, lettuce, radishes, onions, beans, peas, turnips, beets, salsify, parsnips, tomatoes, cucumbers, watermelons, and muskmelons. Each week every child was given vegetables of some kind to take home. I taught the girls how to cook the varieties the Indians had not used before. I find that this industrial work is of great value in teaching English.

**The adult primary.**—Miss Audrey C. Schach, teacher, Albuquerque School, N. Mex.—If the pupil commence school when he is 16 or 17 and is taught practical lessons, gardening, farming, the use of money, and tables of measure he will be apt to need in his dealings when he returns home, he will receive the value of such education and his two years at school will make an impression on him.

**The teaching of English based on industrial work.**—Miss Mabel Egeler, teacher, Albuquerque School, N. Mex.—If the hands as well as the mind of the child are engaged, his self-consciousness is overcome and he will more readily grasp the English terms presented, because he is "learning by doing"—the mind is directing the hand, the brain strengthened, skill given to fingers.

The furnishing and care of a doll's house in the schoolroom furnishes a basis for many pleasing language lessons. Other industries are basket weaving of willows and dry grasses, making little shoes of flannel or soft leather, and the planting and care of window and out-of-door gardens.

**Correlation of schoolroom work with industrial work.**—Mrs. Emma L. Kaufman, teacher, Albuquerque Indian School, Albuquerque, N. Mex.—Industrial training must be of first importance in Indian education, literary training being secondary, so that whatever of literary work may be connected with employments is that much clear gain over and above the prescribed amount to be accomplished in the schoolroom. For the little children sewing, weaving, darning, housekeeping, and cooking may be introduced into school work, that the child's fingers may be active while his mind is being trained.

**The relation of the day school to the home.**—Mrs. Jennie C. Mordy, teacher, Seama Day School, N. Mex.—The influence of the homes of the day school teachers upon the Indian homes can not be estimated. Whole villages are being gradually transformed through the influence of the day school and its teachers.

**Native officials.**—Mrs. Louise H. Pilcher, teacher, Laguna Day School, N. Mex.—The Laguna have their election at the main village on New Year's Day. Officers serve for one year and the election is by popular vote. The officers are a governor, and 2 lieutenants; captain of war, and 2 lieutenants; 1 secretary, and 1 interpreter. The Laguna live in seven villages.

**Morals and manners.**—Miss Anna G. Engle, teacher, Acoma Day-School, N. Mex.—We must teach the children that clean hands and faces and neatly arranged hair are very important; that this is as necessarily a part of their morning preparation as cooking and eating their breakfast. Principles of truth and honor and right must be surely, if very slowly developed.

**Preparation.**—Mrs. L. A. Richards, teacher, Albuquerque Indian School, N. Mex.—Prepare pupils for the life which awaits them; sending them out with enlightened ideas of the dignity of labor.

#### TOMAH INSTITUTE.

[Tomah, Wis., May 6 and 7, 1903.]

[Conducted by Supervisor J. FRANKLIN HOUSE.]

**Addresses of welcome.**—L. M. Compton, superintendent, Tomah School, Wis.—We appreciate your presence, knowing that you are all here at your own expense, and consequently here through your interest in the service.

Supervisor House. I am glad to see so many here. The institutes are what we make them. Don't be afraid to express your opinions. Let your discussions be of general interest.

#### PAPERS AND DISCUSSIONS.

**The work that Government Indian schools should be expected to do.**—J. C. Hart, superintendent, Oneida Indian School, Oneida, Wis.—The idea, par excellence, should be to train the Indian for self-support. The Indians should consider their education as a privilege, and not as a debt that the Government owes them.

**Practicability and extent of teaching farming, stock raising, and kindred pursuits at Indian schools.**—W. A. Light, superintendent Haywood School, Wis.—Make the Indian a farmer because he possesses farm land. Prepare him to make a home where he may rear and support his family in comfort. Teach him that his land is capital and show him how to make the most of it.

H. B. Peairs, superintendent of Haskell Institute, Lawrence, Kans., prepared for discussion the topic, "Practicability of giving industrial training in the schoolroom," and said that every pupil should have systematic training in industrial work.

**Importance of teaching economy to Indian pupils.**—Axel Jacobson, superintendent Wittenberg School, Wis.—The Indian lives daily up to his income, hence the importance of teaching economy. This can be done by encouraging the saving by Indian pupils of the small amounts of money they obtain during school life.

**Character building.**—Col. R. H. Pratt, of Carlisle, Pa., sent a short address by wire, in which he said: "I favor the plan of getting Indian children out among the people in general. Get them out and let them be assimilated by the masses of the people."

**Weak spots and how to strengthen them.**—H. J. Phillips, superintendent of Lac du Flambeau School, Wis.—Girls should be taught cooking in such a way as to give them the proper knowledge for providing meals for a small family. The teaching of farming to the boys should be supplemented with a little instruction in the trades of carpentering, blacksmithing, wheelwrighting, etc.

**The school and the Indian home.**—Miss Viola Cook, superintendent Wild Rice River School, Minn.—The best way to eradicate ignorance and superstition is through the reservation school.

**Honesty in dealing with Indian parents.**—J. B. Brown, superintendent Morris School, Minn.—I believe that a superintendent, wherever possible, should be his own representative in securing pupils. He can then know what promises have been made, and need make none which is not within his power to carry out.

**A suggestion toward making life in the Indian school service more agreeable.**—Charles H. Koontz, superintendent Menominee School, Wis.—Encourage home life for employees, and place several neat little cottages among the buildings of each school plant.

#### PINERIDGE INSTITUTE.

[Pineridge, S. Dak., June 22-26, 1903.]

Mr. JOHN R. BRENNAN, United States Indian agent, presided.

Addresses of welcome by E. W. Pruitt, president Pineridge Institute, S. Dak.; J. J. Duncan, day-school inspector, and Superintendent George W. Nellis, Pineridge, S. Dak.

Responses by Superintendent Sam. B. Davis, of the Rapid City School, S. Dak.; Superintendent Charles F. Peirce, of Flandreau, S. Dak., and John W. Lydy, day-school teacher, school No. 22, Pine Ridge Agency, S. Dak.

#### EXTRACTS FROM PAPERS.

**Looking backward.**—Rev. W. J. Cleveland.—My thirty years' work among the Sioux Indians has given me an opportunity of noting the great progress that these people have made.

**School work best calculated to contribute to improvement in Indian homes.**—S. A. M. Young, teacher, School No. 4, Pine Ridge Agency, S. Dak.—Cleanliness should come first; hygiene should come next; after these might be mentioned proper cooking, proper food, ordinary providence, and, perhaps most of all, the ability to refuse beggars.

**How to supplement the work of the pupils.**—Mrs. Nellie F. Hunt, housekeeper, No. 18, Day School, Pineridge, S. Dak.—At noon, after the luncheon dishes are cleared away, I go to the schoolroom for a fifteen-minute drawing lesson with the entire school. Twenty minutes before the industrial hour the little girls come to the cottage for their sewing lesson. Having them alone we manage to do some talking as well as sewing.

F. D. Gleason, of Hampton, Va., explained methods of teaching industries and general school management, and added, "Teach the Indian children that they must depend upon agriculture for a livelihood. Teach them the dignity of labor, as well as the necessity."

Supervisor A. O. Wright gave a review of the history of the Indian tribe in connection with the European nation that colonized America.

Rev. Father Schmidt, of the Holy Rosary Mission, spoke on the "Present needs of the Indians," and Rev. A. H. Johnson read a paper on "What is being accomplished among the Indians at the present time."

#### PROCEEDINGS OF DEPARTMENT OF INDIAN EDUCATION.

[National Education Association, Boston, Mass. July 6-17, 1903.]

*Monday, July 6.*—Invocation and address by Dr. Edward Everett Hale, Boston, Mass.

Greetings: Hon. Curtis Guild, jr., lieutenant-governor of Massachusetts, Boston, Mass.; Dr. A. E. Winship, editor Journal of Education, Boston, Mass.; Dr. John T. Prince, agent State board of education, Boston, Mass.; Miss Gertrude Edmund, principal Training School for Teachers, Lowell, Mass.

Responses: Résumé of work from friends, officials, and coworkers. Dr. H. B. Frissell, principal Hampton Normal and Agricultural Institute, Hampton, Va.; John D. Benedict, superintendent Indian industrial schools, Muskogee, Ind. T.; Miss Mary C. Collins, missionary, Little Eagle, S. Dak.; J. J. Duncan, day-school inspector, Pineridge, S. Dak.; Miss Estelle Reel, superintendent of Indian schools, Washington, D. C.

*Tuesday, July 7.*—Prayer by Rev. Father Osborne, of the Church of St. John the Evangelist, of Boston, Mass.

President's address: Our work: Its progress and needs. H. B. Peairs, superintendent Haskell Institute, Lawrence, Kans.

The essential qualifications of good citizenship. Dr. James H. Canfield, librarian of Columbia University, New York.

To what degree has the present system of Indian schools been successful in qualifying for citizenship? Dr. H. B. Frissell, principal Hampton Agricultural Institute, Hampton, Va.

An Alaskan start toward citizenship. Dr. Sheldon Jackson, general agent of education in Alaska, Washington, D. C.

Some of the conditions which prevent a greater degree of success in qualifying for citizenship. William M. Peterson, assistant superintendent Chillico Agricultural School, Chillico, Okla.

Field. J. Franklin House, supervisor of Indian schools.

*Wednesday, July 8.*—The white man's burden versus indigenous development for the lower races. Dr. G. Stanley Hall, president Clark University, Worcester, Mass. Heart culture. Dr. Charles F. Meserve, president Shaw University, Raleigh, N. C.

Tenure in the civil service. Dr. James T. Doyle, secretary United States Civil Service Commission, Washington, D. C.

The distribution of good literature among Indian students. Miss Frances C. Sparhawk, Newton Center, Mass.

*Thursday, July 9.*—The department of Indian education met in joint session with the manual-training and elementary departments of the N. E. A. in the New Old South Church, Copley Square, Boston, Mass.

*Friday, July 10.*—The department of Indian education met in joint session with the physical-training department of the N. E. A. The following papers were submitted:

Two lessons from the Indian school. Dr. A. E. Winship, editor *Journal of Education*, Boston, Mass.

School gardens a factor in education. Miss Louise Klein-Miller, Lowthorpe School of Horticulture and Landscape Gardening for Women, Groton, Mass.

Agricultural instruction in reservation schools. J. Thomas Hall, superintendent Crow Creek Indian School, Crow Creek, S. Dak.; C. F. Werner, principal teacher Flathead Indian School, Jocko, Mont.

*Saturday, July 11.*—Short business meeting, at which resolutions were adopted which will be found elsewhere in this report.

*July 13-17.*—During the second week the teachers and workers, under the leadership of H. B. Peairs, superintendent of the Haskell Institute, occupied the morning in visiting the following schools in and around Boston: The Larsson Training School of Sloyd, the North Bennett Street School, the Tyler Street School, and the Farm School, on Thompson Island in Boston Harbor. They also visited the Harvard Summer School at Cambridge. In the afternoons they met in regular session and discussed the work of the morning. A few papers were also presented.

#### EXTRACTS FROM PAPERS AND DISCUSSIONS.

**Greeting.**—Dr. Edward Everett Hale, after offering the invocatory prayer, proceeded to welcome the teachers in his own hearty and impressive fashion and said: I am glad to greet our friends who have come from all parts of the country, and who are especially interested in this work among the Indians. I shall not attempt to teach you anything. I sit at the feet of those who have worked in the service and know what they know and just what they do not know.

**The welcome of the State.**—Lieutenant-Governor Guild next tendered to the Indian teachers the greetings and welcome of the Commonwealth. He said in substance: It is a great pleasure to extend the welcome of the Commonwealth to those scholars who devote their lives not merely to the education of the nations, but to the uplifting of a people.

The problem now yours was once peculiarly our own. In the four great frescoes in the Hall of the Flags at the statehouse Massachusetts honors two victories of war and two of peace. The soldier of the Revolution faces the soldier of the civil war. The pilgrim of the *Mayflower* faces the apostle of the Indians.

Most of us have forgotten that the charter granted to the colony of Massachusetts Bay in 1628 expressly stated that to 'wynn and incite the natives of the country to the knowledge and obedience of the only true God and Saviour of mankind and the Christian faythe' was in the 'royall intention and the adventurer's free profession the principall ende of this plantation.' (I am quoting Small's introduction to Eliot's *Indian Primer*.) Indeed, I fear that after the Pequot war most of our New England forbears forgot that New England was established for any purpose connected with

the improvement of those from whom they took the soil, as the Indians they found there had taken it from the Skraelings, or whatever other name we may give to the races that owned the soil before Mohican and Pequot and Narragansett.

There was one, however, who did not forget; one who, though recognizing the fact that it is well for the world that savagery should be supplanted by civilization, recognized also the duty that the conqueror owes to the conquered. John Eliot is usually described as a missionary. Our fresco represents him as preaching to the Indians on the banks of the Charles. He taught, however, more than theology. He taught the red men how to fence their fields and to drain their swamps. He taught the women to use the spinning wheel. The praying Indians' settlement at Natick was laid out in an orderly fashion with three long streets, with a piece of ground for each family.

It is interesting to remember that a hundred years before any printer in America had printed a Bible in the English language Eliot's Indian Bible had been printed (1663) by Samuel Green and Marinaduke Johnson at Cambridge. As the first distinctly American flag, the first emblem of American prowess in war was raised in Massachusetts, so the first American triumph of peace—the first Bible—was not merely printed from a Massachusetts press, but in the now extinct Massachusetts (Mohican) language.

The spirit of Emerson and Channing was early, too, abroad in Massachusetts, for it is recorded that one of Eliot's Indian congregation interrupted him with the question: 'Why does God punish in hell forever? Man doth not so, but after a time lets them out of prison again, and if they repent in hell, why will not God let them out again?'

The work of John Eliot and his fellow-workers may seem as words written in water. Nonantum and Natick stand for Massachusetts industry rather than for Mohican literature. There are, I believe, but three copies of the first edition now in existence of the 'Up-Biblum God' of Eliot. The race for which that monumental work was written has vanished. Their very language has ceased to have a meaning. Yet the spirit of our first great teacher of the Indians has not passed. It lived in the spirit of Henry Dawes, of Massachusetts. It kindled in the great heart of Harvard's great president when our Massachusetts university first held out the lamp of education to the people of Cuba. It lives in the devoted men and women who in Porto Rico, in Cuba, in the Philippines, in China, as well as among the men of our own western plains, have built upon the victories of war the victories of peace. The negro may not be a citizen in South Carolina, but the Indian is a citizen in South Dakota.

To you whose lives are spent as Eliot's was spent in the noble work of preparing the American savage for American citizenship, Massachusetts has a double welcome. The field of your work is no longer within our borders. To the student of primary, of technical, of classical education our scholars may yet have something to teach. To you, the teachers of the Indian, we come to learn. To you, struggling with a task of which we in the East to-day know nothing, we offer the bays that so become the brows of faithful service.

No work can be more honorable in principle, nor can its value be measured by mere material results. Leonidas was defeated and killed and the Kentishmen were crushed by Richard Plantagenet, but the free republics of Greece and the free Parliament of Great Britain were built upon the foundations of those failures. So the rewards of your work may seem small and the results perhaps ephemeral, if not discouraging, but remember it counts, oh, so much, not for the mere number of red men of this or that tribe weaned from savagery to civilization, but for the general uplift of downtrodden humanity.

It is the poet of one of the weaker races, the black race, not the red race—it is Paul Laurence Dunbar who says of those who labor nobly, but sometimes with small material results, sometimes in vain—

The man who is strong to fight his fight,  
And whose will no force can daunt,  
While the truth is truth and the right is right,  
Is the man that the ages want.  
He may fail or fall in grim defeat,  
But he has not fled the strife,  
And the house of earth shall smell more sweet  
For the perfume of his life.

**Greeting.**—Dr. A. E. Winship.—We welcome you on the strength of what New England and Boston have done for the Indians ever since the white man trod these shores. We appeal to the past in the welcome we offer to-day. It is a fact that this city, this State, and New England have stood by the Indian and have stood for the education of the Indian when it took some courage to do so. It is for such reasons as these that we welcome you here to-day; and in doing so, I rejoice in the fact that

we are in the twentieth century and have left behind the seventeenth, the eighteenth, and the nineteenth, with their mistakes.

**Greeting.**—The Hon. John T. Prince, agent of the State board of education, offered the official welcome of that body. He said: "We all regret the enforced absence of the secretary of the board of education. He would tell you of the great interest Massachusetts has always had in the education of the Indian. Massachusetts has sent many of her most gifted sons into this service, and she is always glad and proud of the high record which they have maintained. Many of you in coming to Massachusetts ought to feel that you are coming home, and all of you ought to share that feeling who realize that there is a kinship of sympathy closer than the kinship of blood. I welcome you not only to Massachusetts, but to our schools."

**Responses.**—Dr. H. B. Frissell, principal Hampton Agricultural Institute, Hampton, Va.—I have not words in which to express our deep appreciation of the kind and cordial welcome which has been accorded to us, not only by the distinguished men who have addressed us, but by the good people of Boston. We who are engaged in this work are greatly indebted to Massachusetts and to Boston for many of the practical methods which prevail to-day in the Indian schools.

Doctor Frissell paid a high tribute to the late Senator Dawes, of Massachusetts, and added: "The Dawes bill, which gave to the Indian the right of citizenship and which brought with it the allotment of land, which has meant so much in all this process of Indian education, came very largely as the result of the efforts of that honorable man, who devoted the best years of his life, long years of service, to the Indian."

Miss Estelle Reel, superintendent of Indian schools.—We are all proud of the welcome given us by the people of Massachusetts and Boston, and sincerely thank those who have expressed that welcome here to-day. I am glad to see so many of the Indian teachers and workers in Boston. You should take advantage of the opportunities you will have of visiting the various points of interest. Especially would I urge you to attend the general sessions of the National Educational Association. All the teachers in attendance on the convention have been invited to visit the summer schools of Boston and vicinity. Go to as many of them as you can. You will find that these visits will be instructive and of the greatest assistance to you in your work.

**Success of women as Indian educators.**—Miss Gertrude Edmund, principal of the training school for teachers, Lowell, Mass.—I am principally interested in this Indian department because I know it has to teach Indians. I myself once taught in a country school, about 300 miles from a town, in the sage bush—one of the regular country schools where we had three or four white children and from 12 to 25 Indian children. Now, I want this morning to bear witness to the fact that the work of those Indian children compared favorably with the work of the white children.

**Résumé of work in Indian Territory.**—John D. Benedict, superintendent of Indian Territory schools, Muskogee, Ind. T.—The Indian Territory is about four times as large as the State of Massachusetts. All of this vast tract of land belongs to what are commonly known as the Five Civilized Tribes. The first schools among these tribes were established by the missionaries who came primarily to teach the Christian religion; at the same time they taught the rudiments of an English education.

**Missionary work among the Indians.**—Miss Mary C. Collins, Little Eagle, S. Dak.—Miss Collins gave a brief historical sketch of the educational work which had been accomplished among the Indians through missionary effort from the earliest colonial times. She also gave a résumé of the missionary work which was now being done among the Sioux of the Standing Rock Reservation. She thanked the many friends of the Indian who had aided this work, and said that the missionary workers were specially grateful to the people of Massachusetts, not only for what they have done in the far past, but what they had continued to do and are still doing.

**Résumé of work accomplished by Indian day schools.**—J. J. Duncan, inspector of day schools, Pine Ridge Agency, S. Dak.—There are 134 Indian day schools in the United States, the average attendance being 74 per cent. On the Pine Ridge Reservation the attendance has been 87 per cent. Over 2,000 visits to homes of pupils have been paid by teachers and 1,000 by housekeepers. The reports of these visits were required to be made out twice a year, and the following figures taken from one of these reports, covering 23 families, is a fairly average one. This report shows that 21 out of the 23 sleep on beds; 2 of the houses have floors; 9 of the families eat at tables; 19 desire to have their children in the schools; the parents visited the school 24 times; number of times applied for medicine and advice, 39; number of cows milked, 8; tons of hay cut, 39; number of those who used their money judiciously, 14; who have sufficient clothing, 20; who have sufficient food, 19; who wear long hair, 8.

**Our work, its progress and needs.**—H. B. Peairs, superintendent Haskell Institute, Lawrence, Kans.—All attempts at reclaiming mankind from savage life and manners

have been through education. Although feeble attempts were made from time to time by missionaries toward the christianization of certain tribes of the Indians there was a long period of inactivity. Finally Christian civilization said: "We must, in all fairness, give the Indian educational advantages equal to the best." Systematic educational work was then begun. Missionaries took up the work with renewed zeal. Congress made generous appropriations in addition to fulfilling treaty obligations. The President was authorized to apply large sums of money annually in aiding the societies and individuals engaged in Indian education.

Educational work should be continued along lines already well established. Further, the importance of domestic training for girls should be emphasized, especially cooking and sewing; and instruction ought to be given the boys in agricultural, stock-raising, and builders' trades. They should also be given Christian training.

**The essential qualifications of good citizenship.**—Dr. James H. Canfield, librarian of Columbia University, New York, N. Y.—There are certain qualifications of American citizenship, that are generally understood, that seem to be permanently necessary. I would put as the first the great underlying characteristic—a sound character. There never was a time in the history of this country when more character was needed than now. In the simpler days perhaps they might have got on without as much of it. For instance, when a man personally attended to all his business affairs, it was not so necessary that his employees should be men of great character and intelligence, but now things have reached that point when men can no longer be responsible for the details of their business and must rely with absolute confidence upon the character of their employees. The man is out of place who has no true perspective and has no power of adjustment. Intelligence and industry go hand in hand. The idle man has no place in this country. The successful one must be largely and wisely unselfish.

**To what degree has the present system of Indian schools been successful in qualifying for citizenship?**—Dr. H. B. Frissell, principal Hampton Normal and Agricultural Institute, Hampton, Va.—Prominent among the early Indian teachers was the Rev. John Eliot, of Massachusetts, whose practical plans of education have had an important influence upon all training of Indians in this country. Eliot received their confidence and respect, and at the same time inspired in them a sincere desire for the industry and thrift, the Godliness and purity of life which characterized the white settlers of New England. He made a careful study of the Indian language, disposition, and character. Instead of endeavoring to kill out their race characteristics, he recognized the good that there was in them and endeavored to perpetuate it.

The Indian day schools are among the most interesting and valuable because of the instruction they give to parents as well as to children in civilized ways. The teacher and his wife are provided not only with a schoolroom, but with a house and a piece of land. During a part of each school day the boys work with the teacher on the farm, while the girls help the wife in the cooking and housekeeping. At noon all sit down together to a meal which the girls have cooked.

In Government Indian schools undenominational religious work is carried on, and opportunity afforded both Protestants and Catholics to influence the life of the pupils. In some of the schools there is cordial cooperation between Catholic priests and Protestant clergymen.

When one goes to the agencies where returned students live in great numbers, he finds that most of the important positions at the agency—those of interpreter, clerk, farmer, and policeman—are filled by returned students, and that nearly every place in the trade shops, except that of foreman, is filled by boys who have learned more or less of their trades at school. In the boarding schools one or more will usually be found in the class rooms as teachers, and several in industrial positions. Among the camp schools—little oases in the desert of ignorance—very often an educated Indian and his wife are in charge, doing their best teaching by providing a living object lesson to both children and parents. At several agencies societies have sprung up among the returned students, which hold the leaders together, sustain the weak, and have proved of political as well as ethical value, supplying the places made vacant in civil affairs by the depositions of the chiefs and the absence of any other guiding power.

**An Alaskan start toward citizenship.**—Dr. Sheldon Jackson, general agent of education in Alaska, Washington, D. C.—Alaska has five aboriginal peoples—the Eskimos, the Athabaskans, the Thlingets, the Hydahs, and the Aleuts and Creoles. They are industrious. The necessities of their hard life compel the Alaskan man, woman, and child to work from earliest childhood to secure sufficient food to support life. They are also of a mechanical turn of mind. With a few pieces of driftwood and a walrus hide they construct a canoe which will weather heavier seas than the boats of the same size created by our highest skill.

On the 2d of March, 1884, the Secretary of the Interior assigned the work of making provision for the education of children in Alaska to the Bureau of Education. Fifty public schools have been organized and four or five thousand of the native children have been brought for a time under their influence. Many of the Alaska pupils have engaged in commercial pursuits and in most cases have been successful. Two brothers, for instance, formed a partnership and started a store. Making a few thousand dollars at storekeeping, and encouraged by the success of their comrades at sawmilling, they removed from the village and established a sawmill, which, when I visited there, was running night and day, unable to fill all its orders.

Some of the conditions which prevent a greater degree of success in qualifying for citizenship—from the standpoint of training schools.—William M. Peterson, assistant superintendent, Chillico Agricultural School, Chillico, Okla.—We have tried to change the whole life of a race in one generation. The industrial training schools play a most important part in this evolution. The Indian child entering school to-day begins further along than did the child of 10 years ago. He begins at the day school, and there gets his first experience outside of school. Then he goes to the reservation boarding school and is cut off largely from home. Then comes the non-reservation training school, where he learns that there are larger interests than those he has left; that wider acquaintance means wider interdependence; that all must work for the good of all; that what harms one harms all. He begins to realize that his own personal conduct has a direct bearing on the welfare of the community; that this good behavior and faithful performance of duty beget confidence in his superiors, and that this confidence brings reward in the form of promotion and privilege. He learns that this confidence, when betrayed, leads to his own loss. He finds out that for the bad conduct of one many may be deprived of the pleasures and privileges that might otherwise be enjoyed. He is getting in miniature the same experience that he will get shortly in real life. Meeting other Indians than those of his own tribe is excellent training.

The great reason why we have not had greater success is because we have not yet had time. The old men are still in control. Majority rules among Indians, and as long as the majority is in favor of the old the new can not be expected to predominate. Time, continued effort, and developing environment will yet bring the Indian to the ranks of the citizen, into the company of those who do things not only for themselves but for their neighbors.

Some of the conditions which prevent a greater degree of success in qualifying for citizenship—from the standpoint of the field.—J. Franklin House, supervisor of Indian schools.—The schools give the Indian youth an education sufficient to perform the necessary business transactions of life, and they teach him how to perform labor that will earn him a living; but necessarily they can not directly control the various influences which will surround him after leaving school. The future of the Indian will depend upon the extent to which he becomes Americanized, as well as civilized.

Some of the conditions which prevent a greater degree of success in qualifying for citizenship—from the standpoint of reservation schools.—E. D. Mossman, superintendent Cheyenne River Indian School, Cheyenne River Agency, S. Dak.—The ration system, which is wisely being abolished, was the direct cause of the idea prevailing among the older Indians that the Government owes them a living. The effect of this idea upon the child is to make him heedless of the principles of economy and value. The surest way to cause a person to value and care for what he has is to have him earn it by actual toil.

Preparing the Indian boy and girl for vigorous struggles with the conditions under which their people live.—C. F. Peirce, superintendent Riggs Institute, Flandreau, S. Dak.—Indian schools should make a study of the existing conditions and then put forth special effort to teach along lines governed by these local conditions. In the north we find a territory suitable for both agriculture and grazing. As the greater part of our territory is adapted to stockraising, this industry should receive special attention.

The Course of Study recently issued makes a great advancement in Indian school work and should be closely followed, and great attention should be given to the study of agriculture.

Special training for Indian pupils in the Northwest.—Edwin L. Chalcraft, supervisor of Indian schools.—The Indians of the northwestern part of the country possess agricultural land in abundance, and can support themselves in comfort by developing its resources. The Course of Study adopted for use in the schools covers the ground of agricultural training fully, but to make it effective requires cooperation and devoted service on the part of those in direct control of the work.

The white man's burden versus indigenous development for the lower races.—Dr. G. Stanley Hall, president Clark University, Worcester, Mass.—My proposition to-day



is that lower races should first be understood, their customs studied, their languages made familiar, their traditions, myths, institutions, sympathetically appreciated, and that all attempted reconstruction of their lives, thoughts, and emotions should be guided by this knowledge. Miss Fletcher and Mr. Cushing have taught us that to know the real Indian is to love him, and suggest that we should teach that our religion is only another form of theirs. They tell us that their dances are sacred passion plays, and that even the ghost dance is only a pathetic appeal for help and comfort to the denizens of their unseen world, who seem to have forsaken them.

Heredity justifies us in saying that the most precious of all things in this world is the native indigenous stocks or stirps of men and women who are natural, vigorous, pure, abounding in health, and have potency for posterity, which is the very best test of a race of civilization.

Thanks to Miss Reel, efforts are now made to preserve, or rather revive, the Indian's wondrous art of making baskets, into which they sometimes weave in symbols the whole story of their lives. This renaissance gives them not only support, such is the demand for basketry, but teaches them self-support. Why can not the same thing be done with their pottery, skin dressing, beadwork, canoe making, taught, where possible, by natives before they become lost arts?

**Heart culture.**—Dr. Charles F. Meserve, president Shaw University, Raleigh, N. C.—Within the last quarter of a century the United States has established industrial, boarding, and day schools, allotted land in severalty, extended civil service to school positions, broken up the autonomy of the Five Civilized Tribes, stopped making appropriations to denominational schools, withdrawn or reduced rations, and has begun to put Indian agencies under the control of school superintendents. The annual appropriation for schools has grown from \$20,000 to \$3,522,950.

Many Indians are working their own land, and all ought soon to be thrown upon their own resources. The civil service has improved the schools, and great progress has been made in the Indian Territory by the breaking up of the tribal relations. All denominations are free to give religious instruction in the Government schools to the children of their faith. When rations were reduced or cut off the Government was considered cruel, but the Indians are beginning to work, and some say they like work and wages better than idleness and Uncle Sam's free-lunch counter.

**Tenure in the civil service.**—Dr. James T. Doyle, secretary United States Civil Service Commission, Washington, D. C.—The civil-service act does not intend that there should be a life tenure, or that persons who become inefficient should be retained. The authority of removal and its exercise for proper reasons are necessary for discipline and efficiency of the service. The results under the civil-service act are infinitely more beneficial to the service and just to the employees than under the old system, where removals were made for political or less worthy reasons. The effect of the competitive system has put an end to the political intrigues which were the chief cause of removals. They can no longer be made upon secret charges by unknown accusers without opportunity for defense, explanation, or denial.

Rotation in office is necessary in positions where officers represent political interests, opinions, times, classes, or sections. Officers who represent public opinion must change with party measures and opinions. It is different, however, with the great body of officials, who have nothing to do with politics or principles of administration.

**Give Indians work instead of rations.**—John R. Brennan, United States Indian agent, Pine Ridge, S. Dak.—On July 1, 1902, about 1,400 persons on this reservation, all under the age of 50, were dropped from the ration rolls. Work was furnished 500 of them at \$1.25 per day for a man, and \$2.50 per day for a man and a team. The other 900 were the wives and children of the 500, and were dependent upon them for support. The Indians were put to building new roads, repairing old ones, building dams for reservoir sites and irrigation, and building and repairing bridges over streams. Work was furnished for four months, and \$35,270 was expended. There was opposition to the working order from the older element of Indians, but after the system was inaugurated those concerned took kindly to it. I consider the experiment a success, and trust the Department will see its way clear to continue the system.

**The distribution of good literature among Indian students.**—Miss Frances C. Sparhawk, Newton Center, Mass.—The schools mark the awakening both of Indians into the desire for something better than their past, and of the white man to their possibilities. We have never erred in holding the schools "all important." The error was in holding them "all sufficient." These people must have a growing knowledge of the affairs of the world along the lines of Christian civilization and material progress.

**Cultivating the work spirit among Indians.**—Axel Jacobson, superintendent Wittenberg Indian School, Wittenberg, Wis.—The work spirit has gradually been developed in the minds of our white citizens through necessity. All that can possibly be done under our present system of schools is being done to cultivate this spirit among

the Indian pupils. The work spirit can be greatly stimulated by the teacher in the schoolroom. The move which has been made to establish small bank accounts among pupils is commendable, and will act as a stimulus to a spirit of economy among them.

**Importance of the Indian school.**—Dr. A. E. Winship, editor *Journal of Education*, Boston, Mass.—The modern Indian schools have a most important place in the work of civilizing the red man. He was here for centuries before the white man so much as suspected there was a new world, but the white man has thousands of years the start of the Indian in the race of civilization. The Indian school stands for broader intelligence, thrift, and character. The improvement in this education has been greater in the past fifteen years than in college or secondary schools, in the grades or the kindergarten. It has demonstrated the possibilities of elevating the race. Practically all that has been done by way of elevating and ennobling the American Indian in three centuries has been accomplished within a few years under the inspiration of the modern Indian school.

**School gardens.**—Miss Louise Klein-Miller, Lowthorpe School, Groton, Mass.—Children's gardens may be found throughout the length and breadth of this country. These gardens are now being carried on under the auspices of schools, settlement houses, and various other agencies. The first problem has a sociological and economical significance; it teaches children to become producers as well as consumers, and has a tendency to turn the tide of population countryward. This agricultural work is an especially important phase of Indian education.

**Native industries.**—Mrs. Lucy P. Hart, teacher, Oneida Indian School, Oneida, Wis.—We find that the pupils are much interested in the native industries, and that as a rule the best bead workers are also the best school workers. All orders for beadwork or baskets have been filled from work done in spare hours which might otherwise have been spent in idleness or even less profitably. Native industries, such as beadwork, basket weaving, and moccasins, have been valuable as a training in skill and neatness, as furnishing a pleasant and profitable way of using time, and incidentally producing a considerable income for many whose resources are necessarily very limited.

**The Indian educational problem.**—Hamlin Garland, West Salem, Wis.—My sympathy and active cooperation go out to all those who are attempting to make of the Indian a cleanly, happy, and peaceful citizen. I am not concerned about his conversion to any special religious creed, nor am I exultant over his ability to acquire higher mathematics. We should be careful to give him the essentials of right living—the humanities of our civilization, not its fads and outworn creeds. Right living is not dependent upon the creed of any one denomination.

I am an evolutionist as regards the question of what to do for our red brethren. They can not be transmuted into something other than they are by any fervor or religious experience, or by any attempts to acquire a higher education. They must grow into something different by pressure of their changed conditions. This is not my dietum; it is the teaching of science and the fruit of the modern study of races. If the suffering and sorrow of the red man's transition could be averted, every humane citizen would rejoice, but such is not the history of past peoples. They must change slowly and suffer in the change. Our work should be that of a friendly race who, having passed the first stages of our own adaptation, turn with sympathy and insight to assist those who are coming up behind us.

While the law of evolution is thus inexorable and discouraging from one point of view, from another it is singularly satisfying. It is certain the adaptation must be made or the organism will perish; and here again we get another thought. Care of the body should be absolutely the first consideration, for unless the red man is taught how to take care of himself under the new conditions he will die. The close, ill-ventilated, dirty cabins are poisoning him. Inactivity and consequent vice are corroding him. This is what he needs, instruction as to his bodily welfare. He should be taught that bad air has no relation to the white man's religion, but that it is destructive. He should be taught that drunkenness is despised by the best white people of all creeds. I want the red people to be happy. I want them to be more joyous. The earth is a beautiful place in which to live. The red men have much to give us; without them our history, our geography, would be commonplace. They have a future, if we will but grant to them some rights and privileges.

President Roosevelt is fond of saying, "Let us get at the equities of the case." I would say, Let us get at the equities of the Indian's case. Let us be just. Let us try to get his point of view and look at the world and the white man, and the white man's learning, from that side. We will then begin to grow tolerant and patient and understand this man better if we remember that he is a product of his own environment

and that he must adapt himself to new physical conditions before he will be able to take on a new religious experience.

The rights of the Indians should be respected. They should be taught; and as the President has said, "Give the red man a fair chance"—a fair chance at pleasure, at comfort, as well as at Sunday schools and week-day toil. Our own religious prejudices should not prevent us from understanding the place other beliefs by necessity hold in the scheme of evolution. So long as the red man obeys the common law, is decent and peaceable, he should be allowed to worship the Great Spirit as he wishes, the same as any other citizen.

**Cooperation of Indian schools with agricultural schools.**—A. O. Wright, supervisor of Indian schools.—The success of the State agricultural colleges furnishes a strong practical argument in favor of the agricultural education of the Indians. It is urged for the benefit of Indian schools:

(1) That graduates of agricultural colleges be encouraged to pass the civil-service examinations for farmers and industrial teachers in Indian schools.

(2) That employees of Indian schools should be encouraged to attend summer schools at agricultural colleges.

(3) That noneducational positions in Indian schools be abolished and all employees be required to pass an examination equal to that necessary for entrance to a high school.

**Preparing the Indian boy and girl for vigorous struggles with the conditions under which their people live.**—Frank A. Thackery, superintendent, Shawnee, Okla.—The boys and girls return home from school with a determination to adhere to the teachings of the schools, and to continue to improve themselves and to assist in the uplifting of their people. Those who succeed in this attempt to put their schooling to practical use under the present reservation conditions are heroes. Great stress should be placed upon the moral training of Indian boys and girls, and industrial education is next in importance.

**Teachers in the Indian service should keep in touch with similar lines of work outside.**—Mrs. M. E. Best, teacher, Cherokee Indian School, Cherokee, N. C.—The successful teacher should be a reader of good books. He should have a deep abiding interest in whatever promotes the welfare of each child at home as well as at school. We must make our instruction practical as well as scholastic.

**Indian parents.**—Horace E. Wilson, superintendent Fort Berthold Indian School, Elbowoods, N. Dak.—Of all my work in the service there is none I got more satisfaction out of, or took more pleasure in, than in persuading the Indians to put their rent money into good frame buildings, and noting the beneficial effects upon them.

**Methods and systems of transfer.**—Malcolm W. Odell, superintendent of the Sauk and Fox Indian School, Toledo, Iowa.—The regular order of transfer of Indian pupils is from day school to boarding school, and then to the nonreservation school. All other matters adjusted, pupils should be transferred from one school to a higher one when they have completed the course of the lower school and are sufficiently advanced in age to be received in a larger school.

## PACIFIC COAST INSTITUTE.

[Newport, Oreg., August 17-22, 1902.]

[Conducted by Superintendent W. P. CAMPBELL, of Chemawa.]

**Addresses of welcome.**—Hon. Claude Gatch, Salem, Oreg.; Prof. J. B. Horner, of the State Agricultural College; Dr. T. L. Eliot, of Portland; John J. McKoin, superintendent of Siletz, and Col. E. Hofer.

**Responses.**—Dr. Charles M. Buchanan, superintendent, Tulalip, Wash.; and Miss Estelle Reel, superintendent of Indian schools.

## EXTRACTS FROM PAPERS READ.

**How can teachers in the Indian work keep in touch with similar lines of work?**—Miss Alice P. Preuss, principal teacher, Fort Lapwai, Idaho.—The discussion was led by Doctor Buchanan, who said: "The best way is to visit the white schools and see a practical demonstration of the work. A good method is to get other workers to attend the institute and take part; also, to visit institutions and examine their methods."

**The matron of the Indian service.**—Mrs. Marion De Loss, clerk, Siletz, Oreg.—It must ever be an aim of each matron to keep all sections of her dwelling, the least observed as well as the most prominent, in excellent order. The matron's room should be on the first floor, and at the front of the house. It should have abundance

of sunshine and light, and a deep closet; also a door opening into a private bath through which the smaller children's sleeping room could be entered, and this room should open into their locker and clothing room, which should have a door into the rear hall, near the basement stairway. Each matron now in subcharge of a dormitory building should be given the responsibility and control of her special branch of the work.

**Fundamental and essential principles of hygiene and sanitation; how applied and how to be applied to Indian schools.**—Dr. Charles M. Buchanan, superintendent, Tulalip, Wash.—It is essential to have an abundance of pure, clean air, and water to make adequate provision for food and bath, for heat and clothing, and for carrying off used air as well as used water. The secret of success in modern sanitation is cleanliness. By this is meant cleanliness not only domestic in nature, but so far as possible what is called "surgical cleanliness." Clean air, clean water, clean food, clean dwellings and buildings, clean bedding, clean clothing, clean utensils, clean bodies, and a clean conscience will make a clean sweep of disease. The proper sanitary control and management of schools require the constant services of a skilled physician, who should not only be constantly on the lookout for contagious diseases, but should insist on and maintain, at proper times and in proper places, isolation and quarantine, and direct fumigation and disinfection. He should take thought for the eyes; he should also look out for remediable bodily defects; advise concerning diet, exercise, nutrition, sleeping systematically, etc., of all children, and particularly all those whose nutrition or health is visibly defective. It should be his special care to prevent disease.

Cases of pulmonary tuberculosis are a direct menace to the health of even normal individuals. No undoubted and positively diagnosed case of this nature should be permitted to exist in Indian schools. District school sanatoria should be established in each district under suitable climatic conditions for the reception, care, and treatment of all cases of pulmonary tuberculosis occurring in the schools or homes of scholastic population of the district. Cleanliness in every detail should be insisted upon. Ventilation, of course, is very important. Plenty of light, air, and *sunshine* are indispensable. There should be regular and systematic instruction along the simple lines of the natural cause and development of tuberculosis. Methods of prevention should be repeatedly enlarged upon.

**Landscape gardening in Indian schools.**—M. W. Cooper, industrial teacher, Salem Indian School, Chemawa, Oreg.—Study to follow as nearly as possible the scheme suggested by nature herself for the treatment of a given spot. A guiding rule is to assist nature and not try to produce natural incongruities. Avoid straight lines as a rule. It is a mistake to fill every available space with trees or plants standing like so many sentinels on guard. Instead try to create a picture, using the rich green grass for your canvas and framing the whole by a well-massed border. Put plants and shrubs in groups and not individually. Nature rarely scatters her plants; instead, she plants in great masses, producing effects not to be obtained by a single plant.

**Importance of using good language.**—Judge W. E. Yates, Corvallis, Oreg.—The most pressing intellectual necessity of man is a knowledge of the language which is used as a medium of intercommunication in the society of which he is a member. Let your vocabulary be rich, varied, pure, and proportionate will be your power and attractiveness as speakers. In order for the child to acquire a pertinent, strong English, be he a descendant of the paleface or of the redskin, he must learn it principally by imitation. He will speak the language as he hears it. He may know all the rules of syntax and not be able to speak one sentence with accuracy and perspicuity. The teacher and the companion should all use good English in his presence.

**Economy, how it can best be taught, demonstrated, lived, and inculcated.**—W. L. Gardner, industrial teacher, Grandronde, Oreg.—Many more things are to be considered in teaching economy to the Indian as a race, than to the white man. Indians place but little value on time and money. They fail to understand the great necessity of sticking to the business while the season lasts. Out of 300 Indians in Grandronde I know of but one man who is economizing time and money as an energetic white man. It is only by constantly giving them both precept and example, with untiring energy and perseverance that we may expect to see the desired end. Try to get them to put their money in bank, invest in real estate, or something else that will be advancing in value; and to be successful in teaching economy we must be consistent and practice what we preach.

**The ideal as a basis for practical Indian education and development.**—John J. McKoin, superintendent, Siletz, Oreg.—Each individual must have his ideal clearly defined. He must know what he wants to make out of his life to succeed. The mariner who puts to sea without compass or rudder is equally as wise as the boy who has no ideal

of the life he wishes to attain. If we earnestly desire to develop the Indian race to its perfection we must be in sympathy with it, believe in these sentiments, and supply the Indian youths with true, pure, and lofty ideals.

**Industrial education the aim.**—W. P. Campbell, assistant superintendent, Salem School, Chemawa, Oreg.—To train the head and heart and not the hand is to stop short of the best success and the product is a useless citizen. The industrial education idea is growing and will soon take its proper place in the front ranks. Our superintendent of Indian schools has evolved a course of study which, if carried out practically and with the application of good common sense, will largely fill the want. The course is a guide for us to follow and get ideas from, and if we will apply them to our work we will find that success will crown our efforts.

The day schools should be domestic-science schools and the native industries fostered. A poultry yard, hogs, a garden, and cattle would aid in making these schools an important factor in the lives of the children. It surprises our friends when we tell them that the ration system is nearly a thing of the past; that under our present able Commissioner, an Indian to get rations must work for them, unless sick or old or unable to work. There has been wonderful progress during the past five years, and our large schools should be stepping-stones for the students into the body politic.

**Our Indian girls—their future as mothers and housewives.**—Mrs. M. E. Theisz, matron, Salem School, Chemawa, Oreg.—We must place ourselves in sympathy with Indian boys and girls whom are striving to lead to new pastures. We must see with their eyes, think their thoughts, enter into their pleasures and sorrows, if we would teach them to see with our eyes, think as we think, avoid the pitfalls, and take pleasure in the fields into which we are guiding them. Cleanliness of person should be taught; also, surroundings. Girls should be taught to cook wholesome food; to wash, iron, mend, darn; do plain sewing, cut, fit, and make dresses.

**Is there an Indian problem?** If so, what is it, why is it, and where is it?—E. T. Hamer, industrial teacher, Siletz, Oreg.—I would say the problem is to make the Indians, as individuals and as a race, self-supporting, self-respecting and respectable citizens. Whatever the condition of the Indian may be, he should be removed from a state of dependence to one of independence. The only way to do this is to take away those things that encourage him to lead an idle life, and after giving him a fair start leave him to take care of himself.

**The first and most important step toward the absorption of the Indian.**—Miss M. Burgess, superintendent of printing, Carlisle Indian School, Carlisle, Pa.—The line of thought brought out by President Roosevelt in his annual message, wherein he declares that the "first and most important step toward the absorption of the Indian is to teach him to earn a living," forces the question, How can this best be accomplished? How do Anglo-Saxons learn to earn a living? It is a condition of necessity that drives most people to seek employment. We can not preach work into a person whose wants are supplied without it. Where a condition of necessity produces a desire, the red man makes his living, and that without teaching through any set methods. The honorable Commissioner of Indian Affairs is doing more at the present time to create that necessity than any measure in vogue, and results show that his order to serve no rations to able-bodied Indians is driving them to work. Having created the necessity, the only thing then to consider is whether or not we shall strain ourselves to carry industries to the Indian, or shall the Indian be induced to go on the hunt for industries where industries are to be found and where the hunters will be absorbed while in the act.

We all agree with President Roosevelt in a recent speech wherein he said that "prosperity must come from the individual skill and efficiency of the individual man, and that every man of us if he is fit to be a citizen of this Republic must pull his own weight." The greatest teacher to this end is necessity. Every process of instruction in all the industries of a well-ordered school in the midst of the best civilization, especially where opportunities are afforded for individual outing in good situations, makes the Indians individual weight-pullers, to quote the President's expression, and from the experiences of such a school as Carlisle, noted for the practical character of its curriculum, if noted for anything, they have the courage to go out into the world to stand alone by the side of wage-earners, who work because they are obliged to. It does not take an Indian long to learn to earn his living if he breaks away from the old life and associates with those with whom he is to strive; and while gaining valuable experiences he may be readily absorbed as a part of our people—the climax desired by our National Executive as well as all good citizens.

**Cow's milk as a substitute for tea and coffee, and as a food for Indian school children.**—Dr. William Shawk, physician, Yakima School, Oregon.—To obtain the best results from milk, we must have good cows, free from tuberculosis. They must be properly

cared for in good sanitary buildings, properly fed, and with an abundance of pure water to drink. The cows must be properly milked under sanitary conditions, and the milk very carefully handled from its first inception until finally used. Absolute cleanliness should be the main essential by every one, from the stable boy to the cook. If an Indian boy is sent to the cow stable suffering with scrofula or some other skin disease and fails to wash his hands properly, who can say what the number of germs may be. Milk should be used as a food at least at one meal every day at every Indian school in lieu of tea and coffee. It is an ideal food and will support human life alone and unaided by other foods; but it must be pure milk. Cream and fresh butter are of the greatest food value; buttermilk is also a valuable food requiring only three hours to digest, and a valuable adjunct in the treatment of certain diseases. As we become familiar with the qualities of milk as food it is of the utmost importance that its use should be insisted upon in all Indian schools.

**Diseases of the lymphatic glands.**—Dr. E. A. Pierce, physician, Salem Indian School, Chemawa, Oreg.—The lymphatics are minute, delicate, and transparent vessels of tolerable uniformity in size, and remarkable for their knotted appearance, which is due to the presence of numerous valves. They collect the products of digestion and the products of worn-out tissues, and convey them into the venous circulation near the heart. They are found in nearly every texture and organ of the body. Cold and overexertion act as local depressants, and these causes may indirectly favor the development of glandular disease. General debility has the same effect. The disease often occurs in children who are otherwise healthy. The inflammation is excited in most of these cases by the absorption of pus germs, usually from the mouth, throat, or skin; in some cases as in diphtheria probably by the action of toxins. As the Indians are prone to take on glandular and pulmonary diseases, it behooves us to strive in every possible manner to surround them with an abundance of everything that tends to make children strong, happy, and hearty, for inasmuch as we build up their bodies we strengthen and increase their resistive power. An abundance of fresh air, with plenty of outdoor play and occupation, and a large and varied diet (that is plain and substantial) is of the utmost importance. They should have large and airy sleeping rooms and class rooms, and close attention should be given to their personal cleanliness, coupled with judicious clothing, both in wearing apparel and bed clothing. In these ways we can do much to insure robust constitutions and general power to resist disease.

**Social side of life in an Indian school.**—C. W. Goodman, superintendent Phoenix School, Arizona.—The need of planning along social lines is perhaps greater in an Indian school than in most other places. Many schools are so isolated that the employees have little companionship, and for recreation of any kind are thrown upon their own resources. True courtesy is founded on the acknowledged necessity for a broad toleration of differences and a spirit of kindness and charity toward all. A teacher's reading circle has helped to bring the thought of a dozen of the employees into the same channels at least once a week. Croquet, played after the newest scientific rules, social evenings in the different employees rooms, the providing of different programmes of the pupil's Saturday evening socials, lawn parties, and some outside conditions that favor sociability, have been enjoyed. We should endeavor to create a social atmosphere which shall be as homelike as possible; one that shall attract to the service the sturdiest and best members of society, and having brought them into the work conserve their energies most effectively.

**Indian education wins.**—D. D. McArthur, superintendent, Fort Mohave, Ariz.—Indian education has won and is winning the Indians everywhere from barbaric and tribal life to creditable citizens of our Republic. The results of the work when viewed to-day, intelligently, fairly, and dispassionately, are gratifying and encouraging. Indians everywhere are learning to live as more nearly becomes citizens worthy to be called Americans. In some places the degree of advancement is not so marked as in others. Indians to-day are filling places of great responsibility where mental acumen is required; many are filling places requiring skill and quickness of thought; a great many are filling the industrial ranks, and are earning an honest livelihood by faithful services in the field, on the railroad, in the shop, and on the range. Let us not place a magnifying glass before our mental vision to seek out some corrupt spot and cry out "there is no soundness anywhere;" but let us survey the whole field and behold the noble body of Indian educators throughout the land leading the grand army of Indian youth to nobler thoughts, higher aspirations, and the actual achievement of the best that our present stage of progress in civilization affords in every vocation of life.

**Utilizing environment in class-room work.**—G. L. Gates, teacher, Siletz School, Oregon.—All work in the lower grades of the class room should be based to a great extent upon the pupils' environment. Children in those grades know little else than

what is or has been present to them. In all grades environment should be used to a much greater extent than it is now by most teachers. Text-books should be rarely used, especially in the lower grades of arithmetic; an oral presentation of a problem is of much greater value. There is no better way of teaching the common school branches and of correlating these subjects than by using the environment of the child.

**Two kinds of agents and superintendents.**—Thomas Downs, special Indian agent.—My heart goes out to the agent or superintendent who is meeting the many difficult problems incident to the duties of his office that come up each day for solution in a cheerful way and is making the best of his surroundings. Such men are a success in any calling of life. The man who can take advantage of the most adverse circumstances and make a success in spite of them is the man of the hour. The prime object of the Government in the treatment of the Indian is to make him self-supporting, and there is no reservation on which this can not be done if the agent will only use his judgment for the benefit of the Indian.

## RESOLUTIONS ADOPTED AT INSTITUTES.

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[Phoenix Indian School Institute, December 27-30, 1902, Phoenix, Ariz.]

Whereas the laws and regulations regarding the collection and transfer of pupils have been found inadequate to secure the best results to the Indian children; be it therefore

*Resolved*, That the regulations should be so amended as to give agents and superintendents greater authority to transfer pupils from reservation schools to training schools, when they have reached the age of fourteen years and are otherwise prepared and suited to continue a higher course of instruction and training; and that a law should be enacted making it a misdemeanor to resist or otherwise interfere with any officer or employee in the performance of his duty in collecting pupils and securing the return of runaway pupils to the respective schools in which they have been enrolled.

*Resolved*, That we heartily approve the general policy of extending and giving prominence to industrial training in Indian schools.

*Resolved further*, That young men and women who have completed their course at a training school be encouraged to seek employment outside of the reservations, and become citizens.

*Resolved*, That we regret the circumstances were such as to prevent the attendance of the Commissioner of Indian Affairs, Superintendent of Indian schools, and Supervisor M. F. Holland at the institute.

We desire to express our thanks to Superintendent Goodman and the employees of the Phoenix Indian School for the hospitality extended by them, and Governor Alexander O. Brodie, Col. James H. McClintock, President F. Yale Adams, and other friends of Indian education, for their assistance in making the institute so interesting and successful.

[Department of Indian Education, National Education Association. Boston, Mass., July 6-17, 1903.]

*Resolved*, That we are cordially in sympathy with the recommendations made by President Roosevelt in his message to Congress in December last.

*Resolved*, That our thanks are due to the Secretary of the Interior for the deep personal interest which he has manifested in all measures for the betterment of the condition of the Indian.

*Resolved*, That we commend the able and statesmanlike administration of the Commissioner of Indian Affairs, and that we are grateful to him for the warm support and hearty cooperation he has accorded to the Indian workers; and we commend the Superintendent of Indian schools for the untiring energy with which she has performed her duties and the valuable services she has rendered in our educational work, and that we specially commend the efforts she has put forth toward perfecting the methods of instruction along industrial lines. We tender our thanks to the president of the Department, H. B. Peairs, for his faithful and effective services and for all that he has done toward making our meetings a success.

*Resolved*, That we offer our sincere thanks to the people of the city of Boston and to the city and State officials for their cordial welcome and unstinted hospitality and the numerous courtesies of all kinds extended to us, and to the local press for the liberal manner in which they have reported our proceedings.

[Pacific Coast Institute, August 17-22, 1903, Newport, Oreg.]

*Resolved*, That the Pacific Coast Institute of 1904 be held at such time and place as may be decided by the president.

*Resolved*, That this institute hereby express and voice its sense of sincerest thanks to our honored superintendent, Miss Estelle Reel, Miss Henrietta J. Tromanhauser,



Prof. J. B. Horner, Dr. T. L. Eliot, Professor Condon, Professor Smith, Judge Yates, Col. E. Hofer, Hon. Claude Gatch, and Miss Galbraith for the aid, inspiration, and encouragement imparted by their noble words and helpful suggestions.

*Resolved*, That it is with deep sense of appreciation that the institute hereby extends to the Salem Indian School its most hearty expressions of gratitude for the tedious and preliminary work of organization, for the inspiration afforded by its most excellent corps of musicians, and particularly for the able and untiring services of our worthy president in all these matters.

*Resolved*, That the institute does hereby thank its faithful friends, Edwin Stone, of the C. and E. Railroad, and Doctor Davis, of the Western Transportation Company, for the courtesies and favors extended to the band in the way of transportation, and to S. G. Irvin for his generous donation of the use of the auditorium.

*Resolved*, That the thanks of the institute be extended to Hon. W. P. Campbell for the able and affable manner in which he presided over the affairs of this assembly.

*Resolved*, That this institute express its sincere regret at the loss, by transfer, in accordance with the custom and policy of the Indian Office, of our honored and esteemed supervisor, Edwin L. Chalcraft, to a new field of labor.

## SYNOPSIS OF REPORTS OF SUPERVISORS OF INDIAN SCHOOLS AND SPECIAL AGENTS.

REPORT OF SUPERVISOR A. O. WRIGHT.

During the past year I have had charge of the third supervisor's district, comprising the schools in South Dakota and Nebraska and the school at Pipestone, Minn. For three months I was in charge of the school at Albuquerque, N. Mex., and as such acted as agent for the Pueblo.

**General conditions.**—Nearly all the Indians in the fifth district are Sioux. These are making commendable progress toward civilization. Under the order of the Commissioner of Indian Affairs the rations have been cut off from the able-bodied and work provided for them. This is cutting at the root of the chief fault of the Sioux—idleness and improvidence—which has been greatly encouraged by the ration system. With this change a new meaning is given for pupils and parents to the industrial education of our Indian schools. The Sioux are generally chaste and temperate, honest and kindly.

Most of them live in the semi-arid belt west of the limit of sufficient rainfall for field agriculture, and the only outlook for them seems to be in keeping cattle. For this reason I urge that the schools west of the Missouri be assigned large tracts of land and keep large herds of cattle. I estimate that a herd of 250 cattle of all ages will keep up its own number and supply a boarding school of 100 pupils with all the beef necessary for even these hereditary meat eaters; but such a herd will need from 3,000 to 5,000 acres in this semiarid belt. To keep details of pupils out herding these cattle will require some changes in the organization of the school work, which, however, can be made.

The sale of heirship allotments is giving these Indians quite large amounts of money in lump sums, which is usually squandered very soon, to the further detriment of both parents and children. But the sale of these lands is bringing in a good class of white settlers scattered through the reservations, who are establishing public schools.

Nearly all the healthy children are in school through the effective work of agents and superintendents, and there is little active opposition to schools except among the Winnebago.

**Course of Study.**—The Course of Study is now followed substantially in the literary work in all the schools. The industrial work lacks on the educational side, except as it is taught in the schoolrooms to younger children. I think we can not expect much improvement in this line until we have a higher educational standard for industrial employees.

**Indian employees.**—During the year a general order from the President has required that hereafter Indian school employees in all the more responsible positions shall pass the same examination as white employees.

**White Indians and Mexicans.**—During this year the rule has been enforced forbidding the admission to Indian schools of persons with so large an amount of white blood as to be practically white.

In obedience to special orders, I have also removed from the school at Albuquerque a large number of Mexican pupils. These had mostly sufficient Indian blood to be eligible under the rules forbidding the admission of "white Indians," but they were children of Mexicans, whose ancestors had long abandoned their tribal relations and had intermarried with whites. They are counted in the census as whites, and the line between them and Indians is clearly drawn by the Mexicans themselves. Mexican pupils have also been removed from the other schools in the Southwest, and I believe it would be wise to forbid the admission of Mexicans into any Indian schools.

**Indian pupils in public schools.**—It is of course the object of all our educational and other work in civilizing the Indians to fit them for full citizenship. This includes

the eventual abandonment of all special Indian schools and the attendance of Indian pupils at the public schools. I therefore note with much interest the fact that a considerable number of Indian pupils in this district are now attending public schools.

**Sociological study of Flandreau Indians.**—A few of these Indians are acquiring property, a few are very poor, but most have small pieces of land with small houses, raising a part of their living at home and working by the day for the rest. They earn good wages when they work, but they do not work very steadily. The younger people all have a fair education and a few a superior education, but the children do not go to school very eagerly. They are now all in the boarding school, but this is owing to the urgency of the superintendent. With the concurrence of the superintendent I secured the appointment of a field matron, and an effort will be made to send these children to the city schools, as the parents are voters and taxpayers. The above is the result of thirty years of missionary and Government influence on a selected body of Sioux, and shows what we may reasonably expect other bands of Sioux to attain in the course of time.

**Institutes.**—During the year I have held institutes as follows:

At Cheyenne River Agency for the boarding and day schools on that agency.

At Springfield and Santee Normal for the schools on the Santee and Yankton agencies, and the Springfield School.

At Albuquerque, N. Mex., for the Albuquerque Boarding School and the Pueblo day schools in the southern district.

At Pine Ridge, S. Dak., for the third supervisor's district.

At all of these, besides papers and discussions, there were class exercises showing actual schoolroom work.

**The Pueblo Indians.**—The Pueblo Indians are self-supporting, living by agriculture under irrigation, as they have for many centuries. Their lands are not Indian reservations, but Spanish grants confirmed by the United States. These lands are held by each village as a communistic society, incorporated under the laws of New Mexico, thus having full legal powers as business corporations. They also still assume the powers of sovereignty, making laws for their villages and punishing for violations of their laws, sometimes by whipping and death. By a decision of the Territorial court while I was in charge there, the government of Isleta was declared illegal, and the officers were punished for unlawful imprisonment of one of the members of their pueblo. This decision applies to all the pueblos, and is a death blow to these little oligarchies if it can be enforced.

The Pueblo day schools are all carried on in rented buildings. It has been found impossible to purchase land from the Pueblo, and the law forbids putting up United States buildings on land not owned by the Government. The discomforts and perils of health which come to the teachers from living in these adobe buildings in the midst of the other houses are very great. I sincerely hope that some way may be found to give the Pueblo day schools proper buildings.

#### REPORT OF SUPERVISOR M. F. HOLLAND.

In compliance with request contained in your letter of August 3, 1903, I have the honor to submit the following synopsis of my school-inspection reports for the last fiscal year:

**Western Shoshoni, Nev.**—A new building needed is a cow barn. Owing to the frosty summers and lack of water the results of farm and garden work here are discouraging. The school plant is comparatively new and in good condition, and the attendance about up to the capacity, which is 60. The parents generally are favorable to the education of their children.

**Hoopa Valley, Cal.**—The buildings are generally old, incommodious, and out of repair. In the industrial line the garden work was good.

**Klamath, Oreg.**—The attendance was about up to the capacity and the pupils are making good progress. The old feeling of animosity toward the school on the part of the parents has almost entirely disappeared. The instructions in farm and garden work, stock raising, and housekeeping is especially good at Klamath.

**Yainax, Oreg.**—The place needs either complete abandonment or extensive repairs, flume for irrigation, improved water system, shop buildings, and building over saw-mill.

**Round Valley, Cal.**—The buildings were in fair repair only, and new ones are needed—a laundry and commissary with rooms for office.

**Riverside, Cal.**—At the time of inspection there were no shop buildings for industrial teaching, and the class-room work was not well organized.

*Greenville, Cal.*—General tone and conditions good. Attendance fully up to the capacity. The present needs of the school are land for farm and garden purposes, and a hospital.

*Fort Yuma, Cal.*—Transfers from this school to nonreservation ones have not been as numerous as they should have been. Many eligible children have wanted to go, but have met with objections on the part of parents or the chief of the tribe, who seems to have a controlling influence. The general tone and conditions were found to be better than on former visits.

*Fort Mojave, Ariz.*—This school was not found in good shape in February last. Many extensive repairs and improvements were needed and had been long neglected.

*San Carlos, Ariz.*—The buildings are in bad condition and the plant generally appears to have been neglected for several years by the office, probably with a view to abandonment.

*Rice Station, Ariz.*—An inspection of this place in June last showed it to be in very satisfactory condition and the pupils making good progress in all lines. The attendance is fully up to the capacity.

*Truxton Canyon, Ariz.*—Affairs at Truxton were in satisfactory shape in June last, and good work was being done. The needs of the place are more water for farm and garden work, a hospital, and additional quarters for employees.

*Colorado River, Ariz.*—The attendance has been good, but the progress only fair. Many old buildings should be torn down and replaced with new ones.

#### REPORT OF SUPERVISOR E. L. CHALCRAFT.

I have the honor to submit the following brief statement of my observations at schools visited in the fourth supervisor's district during the fiscal year ending June 30, 1903:

*Shoshoni Agency, Wyo.*—This school and agency in the central part of Wyoming is in a sparsely settled district far from railroads. Agriculture and stock raising are the chief industries and are given special attention at the school. The scholastic population is about 350. Besides the Government school there are two mission schools on the reservation.

*Umatilla Agency, Oreg.*—The agency school has good buildings. Plans are being made to increase the water supply, which is deficient. Agricultural training is confined to the cultivation of a school garden.

*Siletz Agency, Oreg.*—The Siletz Indians have abandoned their old practices, conform to the customs of civilized life, and are self-supporting. The school buildings are frame, in good repair, and adequate to the future needs of these Indians. Agriculture is the principal industry of the locality and the school. Transfer of pupils to nonreservation schools is readily made.

*Grand Ronde Agency, Oreg.*—The conditions here are similar to those at Siletz. The Indians own considerable stock acquired through their own exertions. The school buildings are of inferior construction and very old, but are well kept. Progressive instruction in agriculture is given the pupils. The management is excellent.

*Warm Springs Agency, Oreg.*—The agency school has sufficient capacity to accommodate the scholastic population of 132. It has a good water power used to pump water for domestic purposes and generate electricity for lighting the school.

*Salem Training School, Oreg.*—This is the largest Pacific coast school. Its location at Chemawa is in a thickly settled agricultural community where pupils can be placed in desirable homes, which is done to considerable extent. Industrial training is given boys on the farm and in the shops. The girls are given suitable domestic instruction. The management is progressive. A new \$25,000 dormitory building for boys is being erected. Improvements in the water system are needed to protect the valuable buildings against fire.

*Yakima Agency, Wash.*—At Yakima are good frame buildings, desirably located, having a capacity of 150 pupils.

*Flathead Agency, Mont.*—The Government conducts a boarding school in rented buildings. These are very small and unsuitable for the purpose. St. Ignatius Mission School is 20 miles distant. The combined capacity of the two schools is inadequate to accommodate the children of the reservation.

*Fort Shaw, Mont.*—The training school at this place is the second largest in the Northwest, and from its location is specially adapted to the training of pupils in stock raising, such as is needed by the Indians in Montana. The school is well managed. Two dormitory buildings are needed to provide suitable quarters for the pupils, who are housed in old, insanitary adobe cottages originally constructed for residences, and are unsuitable for school purposes.

*Fort Belknap, Mont.*—The conditions at this school have changed for the better since last year. The attendance at the time of my visit was 101.

*Fort Peck, Mont.*—The two brick dormitories at this school have a capacity of 80 pupils each. The other buildings are constructed of logs and cottonwood posts set on end, which are now decayed so much as to be beyond repair. Better buildings are needed. The school is well filled and doing good work.

*Blackfeet Agency, Mont.*—The location of the Government school is an undesirable one, and the buildings are dilapidated. The proposition to build a new school on Cut Bank River, 4 miles northeast of the old school, has been strongly recommended.

*Neah Bay Agency, Wash.*—There are two day schools at this agency, one at Neah Bay, and the other at Quileute, 40 miles south of Neah Bay. School gardens are cultivated in connection with the class-room work.

*Tulalip Agency, Wash.*—There has been no school on the Tulalip Reservation since the destruction of the old plant last year, but steps are being taken to erect a modern school plant on a very desirable site at the agency. Day schools are maintained at Lummi, Swinomish and Port Madison reservations.

*Puyallup Agency, Wash.*—A boarding school is maintained at Puyallup, and day schools at Chehalis, Quinalt, Skokomish, Jamestown, and Port Gamble. The school building at Port Gamble is in good condition, but at each of the other day schools the buildings are exceedingly dilapidated. There are three public schools attended by Indian children on the Puyallup Reservation.

*Colville Agency, Wash.*—The school occupies the commodious buildings of old Fort Spokane military post. The location is a very desirable one. The management and work done is very satisfactory.

*Fort Lapwai, Idaho.*—This school is in a prosperous condition. It has a good farm and orchard and the climatic conditions are favorable to agricultural pursuits. There are several common schools on the reservation.

*Lemhi, Idaho.*—This is a small school in an isolated location. The girls' dormitory and class-room building are too small and in a bad state of repair.

*Crow Agency, Mont.*—Two schools are supported by the Government on the Crow Reservation. One is at the agency, and the other, a new school, is at Pryor, 70 miles west of the agency; both are well managed.

*Tongue River Agency, Mont.*—A day school is in operation at the agency, and a new boarding school is to be erected on the Little Rosebud River, 20 miles westward. The Indians are favorable to education and send many pupils to nonreservation schools.

With few exceptions, the schools have had a successful year. There has been a united effort to combine literary and industrial instruction in an intelligent manner, especially along agricultural lines, which has been productive of good results.

It is noticeable at schools where the tenure of office is long the most progress is being made. The employees seem more interested and devoted to the work of their particular departments, and from longer associations with the pupils and parents have greater influence with them than newer employees of the same ability.

#### REPORT OF SUPERVISOR J. FRANKLIN HOUSE.

The Fifth district comprises all of North Dakota and all the territory east of the Missouri River, except the school at Pipestone, Minn., and the schools in South Dakota lying east of the river. There are in this district 26 Government boarding schools, 24 day schools, and 7 mission boarding schools, with a total enrollment of about 6,000 pupils.

The attendance, which has been largely of the free will and consent of the pupils and parents, has, I think, been fully equal if not better than ever before in the history of the schools. With one exception, the enrollment has been about equal to the capacity, and in a few instances pupils were refused admission on account of lack of accommodations. Though I have not the statistics at hand, I feel safe in saying there are 1,000 Indian children of school age in the district who are not attending any school. However, in view of the fact that the nonreservation schools of other districts draw annually from this territory, and as some of the people should soon be able to become a part of the State and thereby have access to the public schools, I recommend that no additional boarding-school accommodations be provided.

Much attention has been given to the industrial instruction and there has been much improvement in the equipment for this class of work. Many of the schools now have excellent farms and are supplied with the necessary farm machinery and domestic animals to give the boys valuable training in agricultural pursuits. There has been much systematic instruction in housekeeping and general work of the home given to the girls.

The employees in general have manifested much interest in their work, and have shown a desire to make the service better.

An institute held at Tomah, Wis., May 6 and 7 was well attended, and many subjects of interest and worth were discussed.

An effort is now being made to establish township government on the Oneida Reservation in Wisconsin. A bill was passed by the last State legislature enabling them to create two townships. This will mean a slight taxation on their personal property for county and State purposes, but, as the Oneidas are quite well advanced in knowledge of county and State affairs and are fairly prosperous, it is believed they can take up these cares with credit. There are other reservations where a part or all of the people are perhaps able to follow a similar course, and all such should be encouraged to do so.

The selling of reservation lands belonging to heirs of deceased Indians will result in adding strength to self-government for Indians, for by same bona fide settlers, property owners, who will be interested in good government, will become a part of the local organization.

In view of the fact that these people are soon to become citizens, I would suggest that civil government, the right and duties of the citizen, receive more attention in the schools.

In conclusion, I wish to state that in many instances I have found returned students and those who have completed the work of the schools doing fully as well as could be expected, and it is especially gratifying to see so many of them during the vacation period at work either at their homes or for farmers, or at the factories, near the schools. Many instances might be mentioned that would do credit to any young person, no matter of what race. That some who return to their homes do not do better, is no more their fault than the result of the conditions that confront them, and in our anxiety to change these conditions great care should be taken that we do not subject these young persons to greater and worse evils than the well-organized and well-governed reservation.

#### REPORT OF JOHN CHARLES, SUPERVISOR OF CONSTRUCTION.

**Practical education.**—I would suggest that practical, rather than ornamental, education, is what is required. In the industrial departments the most practical instruction should be given. A large percentage of the boys and girls in the schools at present will follow agricultural pursuits, and should receive instruction in practical farming adapted to the requirements of their own location. They should also know how to erect a farm building, shoe a horse, repair a wagon or any other implement they are liable to use on their farm. The girls should receive instruction which would make them equally useful in their own branches.

Pupils should be impressed with the honesty of purpose in all things; that labor is honorable and time valuable; that the instructions they are receiving in industrial lines have a purpose which is intended to be of benefit to them, and that labor is necessary and honorable. The instruction given in the trades should be on the most practical lines. The boys should be employed on actual work which will show good results. Two log buildings recently erected at one of our northwestern schools by the school carpenter and pupils will prove more valuable to these particular boys than a similar amount of work on an expensive building.

#### REPORT OF D. W. MANCHESTER, U. S. SPECIAL INDIAN AGENT.

*Rosebud, S. Dak.*—A favorable report can be made concerning the schools on this reservation. The Government boarding school is an excellent plant; buildings are mostly brick, substantial and in good condition, fairly well arranged and adapted to their several uses. There is evidence of intelligent and efficient supervision by the superintendent, Mr. J. B. Tripp, and his wife, matron. The teachers seem to be awake to their duties and responsibilities, as also to their opportunities. The superintendent and matron exact faithful service and maintain healthful discipline. On the school farm there was an excellent herd of cows, hogs, and fowls. The school garden was something of which to be proud. An abundance of sweet corn and early vegetables were had, while there was promise of more of the later vegetables than the school would need or could use.

*Seneca School, Wyandotte, Ind. T.*—Scarcely a school anywhere among the Indians can show better results than this. These results give evidence of thorough, systematic, regulated effort, together with a proper conception of duties, situations, and conditions. There is an air of business-like intelligence and judgment in the management of this agency and school that is refreshing and encouraging. The location is delightful, grounds beautiful, fences, walks, and buildings in good repair, neat, and attractive. All the teachers here are among the very best, capable, thorough, and conscientious, and successful in their various departments. This is true of all, from the superintendent down.



*St. George, Utah.*—This school is small and very much handicapped in many respects. There is nothing cheerful, pleasant, attractive, or encouraging in any way. The schoolroom is small, inconvenient, and uncomfortable. The building occupied as a dining and cooking room is old, dilapidated, unsightly, and insanitary. There was one teacher for the school numbering some forty-five pupils. The superintendent of these Indians has done well considering the opportunities and facilities, and is entitled to much credit. Changes and improvements should be made here.

*Moapa, Nev.*—There are some 150 Indians of the same tribe as those at St. George, Utah, Paiute or Shivwits, without school facilities of any kind. Their children, thirty to forty of school age, are growing up in vice and ignorance. There is a building that could be utilized and occupied for school purposes, and these children brought under educational and civilizing influences.

*Western Shoshoni, Nev.*—The pupils at this school, about fifty in number, will average well in point of intelligence and as to progress made with most Indian children in school. Better buildings are needed, and can easily be constructed out of stone at hand. Much creditable supervision and work are being done.

#### REPORT OF THOMAS DOWNS, SPECIAL INDIAN AGENT.

The Colville Boarding School at old Fort Spokane, Wash., has about 200 pupils in attendance. The school is located in the buildings formerly occupied by the military authorities, which are in fairly good condition and well equipped for the work. The superintendent and all of the employees seemed to be in accord. My impression is that good work is being done at this school.

Two day schools are maintained at Neahbay, Wash. One is located in a fairly good building, while the other is in an old storeroom, poorly lighted and unsuitable for the work. About 60 pupils are in attendance at these two schools. I regard the principal teacher as a practical man in the schoolroom.

Fort Totten, N. Dak.—About 320 pupils are in attendance. The buildings are brick, and are in a good state of preservation and have plenty of light and ventilation. A new assembly hall has just been built under the supervision of the superintendent, who is a practical school man, full of energy and enthusiasm.

Wind River, Wyo.—The Wind River School has an average attendance of about 200 pupils. The buildings are composed of brick and were erected in 1892, and while the general design of the plant is good very poor materials and workmanship were used in the construction. The superintendent in charge of this school is young and efficient.

St. George, Utah.—The school at St. George, Utah, has been conducted for the past five years under the most trying circumstances. The schoolroom is a shed lean-to of wide boards for siding, roof, and floor. Shrinkage has left large cracks, through which the wind whistles in a most uncomfortable manner. The dormitories and all other quarters are canvas. An old stone building, originally built for a trader's store, thoroughly out of repair in every way, is used for dining room and kitchen. The superintendent deserves much credit for remaining at her post under such distressing circumstances. This is a day school, with about 40 in attendance. Good work, considering the miserable conditions described, is being done.

The Fort Hall School, in Idaho, is located in the old military buildings, which are considerably out of repair, being worn out by long use by the military department. A site has been selected and an appropriation made for new buildings. The superintendent is well qualified for the work intrusted to his care. Two hundred pupils are in attendance.

Lower Brule, S. Dak.—Preparations were in progress for the closing exercises, which were held while I was there. I was pleased with the proficiency shown by the pupils on this occasion. The superintendent is a conscientious, practical school man. Vacation being at hand, no other practical work has been witnessed.

The lessons gathered lead me to believe that the "day school," wherever it can be maintained, is the best thing for the Indians.